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FFICIAL JOURNAL OF CALIFORNIA TEACHERS ASSOCIATION

In This Issue...FEBRUARY 1949

Please be sure to read — Four Important Announcements, page 30 CTA Major Legislative Proposals, Pages 6-7 and 4-page Insert. Cultivation of Professional Spirit and the CSTA.... LIBRARIES Teacher Supply and Demand Survey in California..... Help for You in Figuring Your Federal Income Tax..... The Wantabees: We Want to be Teachers...... 14 A California Teachers Credit Union: Progress Report.......... 22 Regular Features Directory of the Association and Affiliated Organizations...... 2 California Congress of Parents and Teachers.................. 10 Calendar of February and March Educational Events............ 32

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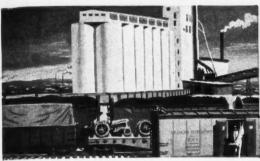
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VOLUME 45

183

FEBRUARY 1949

NUMBER 2

Four Important Announcements

FEBRUARY 19-23, California Teachers Association will welcome to San Francisco the Regional Conference of the American Association of School Administrators. Willard E. Goslin, President of the AASA and Superintendent of schools in Pasadena, will preside at this Conference, which will be attended by school administrators from the 11 Western States. Dr. Goslin has issued a cordial invitation for interested teachers to avail themselves of the opportunity to attend the sessions. NEA officers and staff members will participate in the program.

California will honor the National officers at an informal reception for all Conference attendants in the French-Empire rooms of the Hotel Sir Francis Drake on Monday, February 21, from 4 to 6 p.m.

Teachers Must Know Legislative Program

In the center of this issue are reproduced the essential facts concerning the three most important aspects of proposed legislation to meet the needs of the schools. This it not easy reading. It will require study and discussion by faculty groups. We urge that administrators and local teacher organizations provide discussion-study groups to develop a broad understanding of the issues involved.

Legislators are at home during the month of February. They are expecting to get the reaction of their constituents on pending legislation. Teachers and interested lay leaders cannot properly interpret these problems unless they themselves understand them. Copies of the legislative section of this issue may be obtained on request to the Association office.

Placement Services to Be Coordinated

For many years the CTA Placement service in Southern California has been operated by the Southern Section; the service in Northern California has been operated by the State Board of Directors and administered by the State Executive Secretary. There is no intention of any

change in this fundamental responsibility, but at a recent meeting of the State Board of Directors the decision was made to attempt a closer coordination in the work of the two offices.

Arrangements have been made with the Southern Section for Mr. Carl Bowman, Director of Placement in that Section for the past 10 years, to give the necessary time to effect this result. Application forms, contracts and reference sheets will be revised and both offices will operate with the same general policies and procedures. Due to variations in placement conditions, with resulting variations in operating costs, it will be necessary, at least for the time being, to continue the differential in fees which now exists. The basic placement fee will continue at 2% in the Southern Office and $2\frac{1}{2}$ % in the Northern Office.

Administrative placements are handled by Mr. Bowman, Placement Director in Los Angeles, and by Mr. Clive Saiz, Manager of the San Francisco office. Secondary placements are under the direction of Miss Lelia Hughes in Los Angeles and Mrs. Mabel Taylor in San Francisco. The Elementary level is handled by Miss Olin Thornton in Los Angeles and Mrs. Mary Soda in San Francisco. Communications regarding openings and requests for service should be addressed directly to the placement office involved.

Overseas Teacher-Relief Fund

The NEA is sponsoring the continuation of its Overseas Teacher Relief Fund. This gives teachers another opportunity to make some concrete contribution to better international relations and world reconstruction. As was done last year, local teacher organizations may send contributions directly to California Teachers Association, 391 Sutter Street, San Francisco. All California funds will be consolidated into one check and forwarded to NEA. Contributions will be welcome any time before the end of the school year. — A.F.C.

EWS

CTA Major Legislative Proposals

(Note: This is a non-technical discussion of the general provisions of the major CTA-sponsored legislative proposals for the current legislative session. It aims to give a broad understanding of the reasons and aims behind these proposals and the general way in which their adoption would affect the present program of State Aid to education.

This summary does not aim toward complete understanding of all administrative details nor of the technical provisions which

affect only the exceptional school districts.

For those wishing further details, it is suggested that the "Major Legislative Proposals" in this same issue be studied with the aid of school officials familiar with school finance procedures and problems.)

I. Proposal for State Aid for Capital Outlay

THAT many schools of California face an urgent need for additional classroom space to house a rapidly-increasing school population is obvious to the most casual observer. Just how great this emergency is throughout the State and how it will increase in the future, has been the subject of a recent survey by California Teachers Association research department.

Details of that survey are available, but only the following information is needed to understand the legislative proposal for State Aid in school housing:

When the estimated school population for 1955 is compared with present facilities and the bonded indebtedness of school districts, it is seen that approximately \$450 million of assistance will be needed during the next 6 years.

Therefore, bills are being introduced into the Legislature (1) to provide approximately \$75 million aid to school-housing within the next year, and (2) to submit a State bond issue to the people to raise the additional funds needed before 1955 (approximately \$375 million).

Basis of Distribution

These funds would be distributed to local school districts as loans, though it is recognized that, under the proposed plan, a substantial proportion would not be

repaid.

A district which cannot meet its building needs with normal financing procedures without excessive tax rates can borrow, by a majority vote of its electors, the money from the State. It will not be necessary for the district to be bonded to capacity before it is eligible to apply for such a loan, though in nearly all cases the present bonds and the proposed loan combined would exceed the

legal bonding capacity.

Since the district would be required to repay at a rate within the limits of its ability, and all funds not returned in 30 years under the plan would be given as a grant to the district, the voters would not be mortgaging the wealth of their district to obtain the funds, and hence a mere majority rather than a two-thirds majority is all that would be required. The State would never require the district to levy a tax of more than 40 cents to retire both (1) its outstanding bonds and (2) the State loan. Therefore, if the district is already charging a 30-cent rate to retire its present bonds, it would add only 10 cents to the rate to pay for the State loan. As the existing bonds are retired, the repayment to the State would increase.

Interest on the loan, which would be charged at the current going rate of interest on school bonds, would stop in 25 years, and all interest and principal not repaid at the end of 30 years would be written off the State

books as a grant to the district.

Approvable Construction

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If the proposed plan is financed as adequately as recommended, local school-housing needs will be determined on a maximum basis of 70 square feet per elementary pupil and 110 square feet per high school or junior college pupil (home economics, science and similar specialized facilities make the secondary space requirements greater). This is considered to be median California practice in providing school facilities.

However, from the time this act is passed, even the money a district raises by its own effort, through local bond issues or through regular income for building purposes, must be spent on these essentials if it hopes ever

to qualify for State Aid funds.

The money needed to equip the facilities constructed and to purchase necessary sites for building will be included in the approvable requests.

II. Proposal for Revision of School Apportionment Legislation

When California voters adopted the educational initiative (Proposition 3) in 1946, they wrote into the Constitution that the State must appropriate a minimum of \$120 per student for public education, and guaranteed that the local district would receive at least \$90 per

student (average daily attendance).

The law which apportioned the funds required by that initiative used a major part of the difference between \$90 and \$120 on a plan to equalize the educational opportunities of all California children. The need for this equalization effort by the State is made plain when it is seen that the wealth of individual districts varies from a few dollars per student to hundreds of thousands of dollars per student.

The residential community undergoing rapid population growth with little increase in assessed value may actually be getting poorer and poorer in terms of taxable wealth per student. Such poor districts cannot hope to provide their children with educational opportunities anywhere approaching the offerings of districts with industrial wealth or natural resources to add to the assessed value contributing to local education.

Furthermore, many of these districts could scarcely keep their schools open or teachers in the classrooms without more than ordinary outside assistance unless they levied local taxes that would impoverish their

people

Consequently, it was determined that some of the money the State obtained through its broader tax-base should be used to compensate for local inadequacies, since the failure of education in any community affects the entire State—indeed, the entire nation. There are no retaining walls to keep the poorly-educated in the community where they attended school.

The legislation now proposed to supplant the present act, which expires June 30, continues the same philosophy of equalization, but increases the amount of State Aid for this purpose by about \$32½ million over what the continuation of current provisions would cost. A large proportion of this increase would go to the elementary schools, where the demonstrated need is most critical.

Elementary Foundation Program

Fundamentally, this proposes that the State supply all funds necessary to assure that a local district can spend at least \$185 per pupil (average daily attendance) in the elementary grades.

Of course, \$90 in State Aid is already guaranteed If a 65-cent tax rate will not provide the other \$95, the

State will make up the difference. Most districts desire more than the minimum program this amount would provide, and levy a higher rate up to the maximum of 80 cents (without kindergarten) or 90 cents (with kindergarten). Some have chosen to levy a still higher rate, which can be done by a special vote of the electors.

The additional income obtained through such taxes does not decrease the State Aid which the district might obtain. Its aid is figured on the mandatory tax of 65 cents, regardless of any higher rate actually levied.

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There are exceptions to this formula. About 10% of the districts are so poor that even with a maximum tax-rate and maximum State Aid under the 65-cent formula, they would have less than \$190 per pupil to spend. In such cases, the State would make up the further deficiency so that even the poorest districts could afford \$190 in schools without kindergarten, and \$194 per student with kindergarten.

In the small districts, overhead expenses make the cost per pupil much greater than in larger schools. A special formula of aid for schools with less than 100 a.d.a. is provided, with the added stipulation that after 5 years these schools must demonstrate the necessity for their existence to continue receiving this special grant.

This will not be a difficult hurdle for most small schools, and the few that cannot meet it may choose to function with local resources and normal State Aid without the extra bonuses, or may send their children to a larger neighboring attendance center.

These provisions for enriching the elementary school program would cost the State approximately \$20 million more than it would use under the current law.

High School Foundation Program

The high school program of equalization is similar to and based on the same philosophy as is the elementary. Here the State would set \$120 per student as the foundation, based on a mandatory tax of 40 cents.

Again, \$90 per student is automatically granted. If a 40-cent tax-rate does not provide the other \$120, the

State makes up the difference.

Remember here, too, that a high school district can levy a higher rate (75 cents is the legal maximum without special permission of the voters) without decreasing the State Aid for which it would be eligible with a 40-cent rate.

There are extra allowances for the especially poor and the exceptionally small high school districts, as in the case of similar elementary districts. Again, qualification under a "formula of necessity" would be required of small high schools after 5 years, if this special aid is to be continued.

The increased cost of this high school foundation program over the present State support would be about \$2 million

Junior College Foundation Program

State Aid to junior colleges under the same plan would be based on a foundation of \$225 per student (average daily attendance), with the district providing that proportion which could be raised by a 25-cent tax-rate.

As in the other levels, no junior college would receive less than \$90 per a.d.a. of basic aid. Local junior college districts could add to the minimum program by charging a higher rate (35 cents is the legal limit for junior colleges) than the 25-cent mandatory tax, without decreasing the State Aid they would receive.

ing the State Aid they would receive.

This will add about \$1 million to the present rate of State support for junior colleges.

Apportionment for Growth

All State Aid to schools is based on the previous year's

attendance. Schools are operating in 1948-49 with money allotted on the basis of 1947-48 attendance.

When districts undergo exceptional growth, as so many in California have done in recent years, that means exceptional hardship on the schools. Some have grown as much as 50% in a single year. They are educating 1,500 children on funds deemed barely adequate for 1,000.

To meet this need, an allowance for the growth factor was written into the new proposed apportionment bill.

It was believed that any growth up to 5% could be absorbed by the district without undue strain. For all growth over 5%, the district will be reimbursed by the State as if this excess had been in attendance the previous year.

The growth in such districts will be computed and reported, and additional funds allotted semi-annually, so that the district can afford to employ the necessary extra teachers, purchase extra supplies and provide in

other ways for the expanded enrollment.

It is expected that this plan would cost the State about \$6½ million next year.

Proposed State Reimbursement for Transportation

If a school district has to spend large amounts from its foundation program to bring its students to school, it is apparent that the actual educational program must suffer. Consequently, the principle of State Aid to local districts for pupil transportation costs is already in the current apportionment law, but this support would be more than doubled by the new proposal.

The proposed plan assumes that a district could normally pay as much for student transportation as could be raised by a 2-cent tax rate. It provides that the State pay all costs of operating buses on approved routes in

excess of this amount.

This includes the maintenance and replacement of buses. It also includes repayment for capital outlay on additional buses (not replacements) at the rate of 10%

This provision would add \$3 million per year to the State Aid for transportation and would give the Superintendent of Public Instruction additional power to administer district transportation, subject to rules and regulations to be adopted by the State Department of Education.

Those districts which house students in dormitories or in homes near the school could be reimbursed, on the same basis, up to the amount which would be required to transport those students from their own homes.

III. Proposals on Teacher Retirement

While the specific provisions of proposed teacherretirement plan changes would require careful explanation of the whole system for complete understanding, they aim to achieve basically these results:

1. To bring the total retirement benefits accruing to a teacher who has taught 30 years up to approximately

one-half his average salary.

2. To lower the retirement age from 63 to 60, increasing both State and teacher contributions to allow for this increased life-expectancy at retirement.

3. To add a death benefit, similar to that already

provided for other State employees.

These changes would cost the State \$4½ million next year, and raise the teachers own contributions by about 60%. It also would bring the teachers retirement benefits into approximate equality with what the State provides for its other employees.

The Cultivation of Professional Spirit and California Student-Teachers Association

By K. A. Sarafian, Head, Department of Education, La Verne College, and Visiting Professor of Education, Summer Sessions, University of Southern California

THE executive committee of the American Association of Colleges for Teacher Education recently made public* a 10-point program to strengthen teaching as a profession, at a national conference at Estes Park, Colorado. These goals are worthy of serious consideration and wholehearted acceptance by the teaching profession.

Everyone interested in teacher-education knows the need of:

- 1. A public relations program;
- 2. High standards of recruitment and selection of prospective teachers;
- 3. Increase in the amount of preservice preparation of teachers;
- 4. Major changes in the curricula for teachers;
- 5. Adjustment of curricula to the increasing number of junior colleges;
- 6. Wider and wiser use of laboratory facilities in the preparation of teachers;
- 7. Immediate steps to attract better-prepared staff members for teacher-education institutions;
- 8. Revision of certifications laws in many States to permit experimentation in the curricula of teacher education;
- 9. Higher salaries for public school teachers; and
- 10. Provision for courses in colleges and universities to prepare teachers who will discover real community problems and improve the standards of living in those communities.

The Recruitment Goal

I wish to stress one goal which has an immediate urgency, namely, the recruitment of an army of young men and women to swell the dwindling ranks of public school teachers, with adequate salaries. I would like to add, furthermore, that it is of paramount importance to imbue these new recruits with a boundless zeal, a sense of responsibility and an undying spirit of professional consciousness.

Before the onset of the Second World War, we were on the road to success in attaining the goal of better selection and preparation of teachers. Slowly, but steadily, our standards of teacher preparation and certification were getting to be higher and higher, and more and more young neophytes of real ability were being attracted to enter teaching as a profession.

However, as an aftermath of the devastating war, we are now face to face with a teacher shortage which is fast becoming more acute, each day, to such a degree that some leading educators are already calling it "a national calamity."

In view of the serious situation in which we find ourselves at the present moment, one shudders at the thought that the critical teacher shortage has brought in its wake an appalling lowering of teacher preparation, selection and certification throughout the nation. How are we going to meet this difficult situation?

There are many solutions proposed. Some

of them are very good. But among these, I think, the one which puts the emphasis on the strengthening of teaching as a great profession, internally as well as etxernally, is worthy of our utmost efforts. If we desire to attract dynamic and intelligent youth to the service of educating children of America, we need to bring into existence a situation in which teaching will be considered a real profession, in actuality.

To make teaching a profession, it is imperative that those who are being educated in teacher education institutions should be thoroughly permeated with the professional spirit.

Taught by Example

According to the dictum of psychology, this spirit cannot be taught directly, but can be inculcated indirectly through the force of example. Besides, this spirit can be transferred to others only if they are given a chance to learn by doing and by participating in the socially significant activities of professional organizations.

Herein lies the value of groups, such as CTA and CSTA and NEA and FTA. Under efficient leadership, such organizations can serve, and most of us believe they are already serving, as effective instruments for imbuing the young devotees of the teaching profession in the significance of teaching as a calling, as a service to mankind and as a mission replete with spiritual values.

It fills us with pride to observe that NEA and its junior organization, FTA, and, especially in our own State, CTA and its junior group, CSTA, are in the right direction in promoting this professional spirit among the ranks of young students who are planning to enter teaching as a life occupation.

DURING the last 10 years of its existence, CSTA, as the worthy counterpart of its parent organization, has contributed to the cultivation of this professional spirit in almost every institution of teacher-education in California. Its chief stress has been the inculcation of a sense of responsibility and a consciousness of lofty professional ideals. CSTA chapters have brought their praiseworthy contributions to the teacher recruitment campaigns; they have served as a laboratory where young prospective teachers

became acquainted with the professional ethics, with community problems, with democratic procedures and attitudes, with the spirit of cooperation, cohesion and solidarity as a group, with qualities of leadership and, above all, with the ideals of devotion, consecration, and with an unbounded faith in the future of their profession.

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I can testify from a close observation of the workings of CSTA in our campus at La Verne, that the members of this junior organization, upon graduation and certification for teaching, have been enthusiastic champions of this professional spirit and wholehearted supporters of professional organizations. They are fully convinced that such organizations can strengthen teaching, both internally and externally.

Owing to the enthusiasm and love which they cherish toward their profession, very few of them, especially the men, dropped out of teaching to enter other occupations and more lucrative fields. Teaching for them is not a stepping-stone, but a lifetime career.

I sincerely believe that our CSTA chapter was chiefly instrumental in saturating the minds and hearts of young men of talent, leadership and idealism with this desirable professional spirit. The inculcation of this spirit certainly must be a part of the teacher education curriculum, and CSTA must be an integral part of that curriculum.

GRIDLEY TEACHERS ASSOCIATION

. . .

ROY E. SIMPSON, Superintendent of Public Instruction, will speak in Gridley on March 22 under auspices of Gridler Teachers Association. A dinner meeting will provide an opportunity for member of the community and people of Butte County to meet Mr. Simpson. In view of a continuing need for the expansion and improvement of public education in California, the Gridley Teachers Association is making every effort to bring into proper focus before the public the nature of school problems and their possible solutions.

The Association has arranged for teprints and rewrites of research findings of the CTA and NEA in the local newspaper. It is felt that too few people have opportunity to see graphically-arranged future extensions of population trends and other matters of interest to public educators.

The Association announces that 5 school systems now have 100% CTA membership through its recruiting efforts: Gridley Elementary; Gridley Union High; Manzanitz: East Gridley; and Butte, are all 100% et rolled in CTA for 1949. — L. A. Lauer.

NEA Institute of Organization Leadership, July 25 - August 19, Washington, DC

FOURTH annual NEA Institute of Organization Leadership, a training school for leaders of professional organizations, is to be held July 25-August 19, under auspices of American University, Washington, D. C.

Purpose of the Institute is to aid officers of professional organizations to give dynamic leadership in keeping with the Victory Action Program of the united education associations.

Institute membership is open to officer of State associations, local associations classroom teacher groups, FTA sponsor and presidents, and others who wish to prepare themselves for leadership in our professional organization.

For further information, write to Editor. NEA Journal, 1201 Sixteenth Street. Northwest, Washington 6, DC.

^{*} Cf., NEA Journal, vol. 31, no. 2.

Teacher Supply and Demand Survey in California

A PRELIMINARY report on the data being obtained on teacher supply and demand, in cooperation with the Division of Teacher Education, State Department of Education, is of interest to educators. Neither the CTA Research Department nor the Division of Teacher Education as yet has obtained a 100% return from the survey forms. A combined report on current trends in teacher training, employment and turnover is planned when all returns are in.

From the CTA study, data covering 33,453 teachers, or approximately 60% of the State's teaching force, offer information which probably can be interpreted as gen-eral facts or trends. Of California's regularly certificated teaching staff approxi-mately 74% are women, whereas in the emergency certificate group nearly 84% are women. A significant proportion of emergency teachers perhaps have not always planned a continuing career in the classroom, and may not do so in the future.

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Of the total staff of teachers, about 87% hold regular credentials, about 13% emergency credentials, based upon the 60% sample. A negligible number of provisional credentials have been reported so far.

Among the several educations of significant differences in proportions of certificates. The Among the several educational levels are regular and emergency certificates. junior high school contains the smallest per-centage of emergency credentials in the sample, about 2%, with the junior college following closely with about 3%. The high school comes next with some 5%.

Elementary education is the level most seriously affected by the emergency creden-tial problem. Kindergarten is worst hit, with nearly 28% emergency teachers, while regular elementary grades have almost 20% emergency teachers. Recent studies of future school population indicate that rapid growth will continue in elementary grades for some 10 years more. Data so far collected from teacher-training institutions indicate that recent preparation of graduates is about 2:1 in favor of the secondary level.

Shortages

Reports on teacher shortages this fall show that the subject-fields of English, industrial arts, home economics, commercial, science and mathematics offer the greatest promise of placement in departmentalized schools. School districts report that about 3,000 needed, fully qualified elementary teachers were unobtainable in September, again based on the 60% sample. This tallies fairly closely with the nearly 3,370 emergency credentials reported in use at this Many of these emergency teachers are regarded as altogether qualified except for possessing the California credential.

To supply the needed new teachers this year about 1,500 beginning California teachers were obtained, not all necessarily from the 1948 graduating classes. Out of State sources supplied between 2,000 and 2,500 of the needed new teachers. Ex-California teachers returning to service accounted for newly-hired teachers. Over 1,700 newly-hired teachers came from other California school districts, and so might be

presumed to represent a measure of teacher mobility within the State.

Finally, it was estimated that some 2,770 teachers will be lost to districts at the end of 1948-49, and that an additional 2,300 will have to be found by September, 1949. a combined total of about 5,000. Some of the 2,770 should be expected to be in the mobile group, and do not represent an absolute loss.

It should be remembered that the figures quoted above are based upon a sample of about 60% of the State's teaching force.

NOTICE TO ADMINISTRATORS AND TEACHERS

If the Teacher Supply and Demand Survey is to have validity and greatest usefulness, a response is needed from every school district. GET THAT RETURN INTO THE MAIL TO-

Progress Report on CTA Survey	of Teacher Supply and Demand
Districts tabulated to date 530	5thScience
Number of currently employed certificated teachers included (approximately 60%) 33,453	6thMathematics and Social Studies 7thWomen's Physical Ed.
A. Present Staff	8thAgriculture
1. Of the 33,453 teachers	9thMen's Physical Ed.
8,326 are men, or	10thArt and Instrumental Music
or 86.90%	 Number of fully qualified elementary teachers unobtainable:
tials, or 13.07 %	Kindergarten-Primary 1,094
6 have provisional creden- tials, or	Intermediate and Upper Grades 1,821
(Since provisional credentials were not spe-	Total 2,915
cifically asked about in the questionnaire, it is probable the total reported so far is not an accu- rate representation.)	C. Supply and Loss Data
	Rank order of sources of newly employed teachers, in districts:
2. Of the total of 1,659 kindergarten teachers: 1,201 have regular credentials,	Beginning California teachers 1,512
or 72.39%	Teachers from other California counties 1,037
456 have emergency creden-	Out-of-State teachers not holding a regular California credential 935
tials, or 27.49% 2 have provisional creden-	regular California credential 935 Teachers from other districts in same
tials, or	county 711
3. Of the total of 17,706 elementary teachers:	Out-of-State teachers with a regular California credential
14,334 have regular credentials,	Ex-California teachers returning to
3,368 have emergency creden-	Service 582 Beginning teachers trained outside
tials, or 19.02%	Beginning teachers trained outside California 478
4 have provisional credentials, or	Ex-teachers from out-of-State return- ing to service
	Miscellaneous
4. Of the total of 4,062 junior high school teachers:	10. Rank order of source of loss in staff in
3,990 have regular credentials,	districts:
or 98.22%	Reasons for leaving unknown 1,043
tials, or 1.78%	Employed by other California districts 972 Retired from profession
Z 00 41 - 4-4-1 0 201 11-1 1 1 4 1	Unsatisfactory service 461
5. Of the total 8,761 high school teachers: 8,319 have regular credentials,	Obtained other employment than teaching
or 94.95%	Employed by out-of-State districts 145
442 have emergency credentials, or 5.05%	11. Estimated change of staff at close of 1948- 1949:
6. Of the total of 1,265 junior college teachers:	11.1 Losses in Kindergarten 222
1,230 have regular credentials, or 97.23%	Losses in Elementary 1,701
35 have emergency creden-	Losses in Junior High and High
tials, or 2.77%	School
B. Demand Data	
7. Field of instruction cited as difficult to obtain fully qualified teachers, in rank order:	2,765
	 Estimated additional teaching staff required over and above replacements for 1949-1950:
Jr. High and Junior High School College	12.1 Kindergarten 383
	Junior High and High School 422
2ndIndustrial Arts (rest had	Junior College
3rdHome Economics equal 4thCommercial listing)	2,318

Need Help in Computing Your 1948, Federal Income Tax?

Here's a Special Announcement from CTA Research Department.

AS a special service to California teachers, the CTA Research Department has issued a bulletin which explains simply and accurately how to compute one's 1948 Federal Income Tax. The bulletin is based on an article by Dr. R. L. Morton, professor of mathematics, Ohio University, for publication in Ohio Schools. Permission to reproduce the article was granted to the CTA Research Department by both Dr. Morton and Editor Hobart Bell.

Listed as Bulletin No. 7 in the CTA series, this bulletin should be of interest to all teachers. The bulletin has been sent to each California school district and to the county superintendents.



PTA STUDENT LOAN FUND

By Mrs. Eugene Baker, Student Loan Chairman

A STUDENT Loan Revolving Fund is maintained by California Congress of Parents and Teachers for qualified young people seeking educational opportunities. The fund was established for the encouragement of students in need of assistance to continue their education beyond the high school level. Since its modest beginning in 1925, the growth of the project, both in amount of funds and in number of students aided, has been noteworthy.

From 1925 to September, 1948, the sum of \$167,507 has been loaned to students for educational purposes; 63 students from 21 California educational institutions were granted loans this past year. Thirty-four of the 63 students are preparing for a teaching career, while others are studying medicine, science, civil engineering, art, costume design, law, journalism and other varied fields.

The fund is supported by yearly allocations from the proceeds of state-wide purchases of Honorary Life Memberships, from student repayments and relinquishments, and from outright contributions to the fund.

The total loan to any one student may not exceed \$1,000, prorated over the time needed to complete the student's education. Loans are without interest, and are repayable after the student has established an earning capacity. Loans are made for educational purposes only.

Student Loans are granted on the basis of financial need, high character and personality rating, good health, and a satisfactory scholastic record of the applicant. In granting loans only students above high school level are considered. Young people in junior colleges, colleges and universities are eligible to apply, as well as high school graduates who desire training in hospitals, business schools, special trade schools or other vocational schools.

Each application is considered by the Student Loan Committee, consisting of at least 7 members of the State Board of Managers. Careful study is given to all information contained in the application, transcript of grades, student's personal letter, letters of recommendation from the faculty of the school last attended, and letter from a Parent-Teacher member.

The committee meets on call at the State Board meetings of the California Congress of Parents and Teachers held during the year, recommends policies, considers loan applications and makes grants subject to the approval of the State Board of Managers. At any State Board meeting, all properly filed loan applications may be considered. Names of students and information concerning recipients of Student Loans are treated confidentially.

In granting loans, preference is given to students attending California educational institutions.

All loans are to be returned in full within a period of 3 years from the time that the

student establishes an earning capacity. Students realize that their repayments make it possible for others to receive educational benefits.

It is understood that the recipient of a Student Loan will be a person who can profit from his educational experience and, as an individual, will be able to make a worthy contribution to the life of his com-

Application forms may be secured from the State Office of California Congress of Parents and Teachers, 608 Occidental Life Building, 1151 South Broadway, Los Angeles 15, or from district presidents throughout the State, or from the State Student Loan chairman, at 12921 East Imperial Highway, Norwalk.

PARENT-TEACHER MAGAZINES

By Mrs. Merle E. Browne, Hollywood

THE Parent Teacher Magazines—both the California Parent-Teacher and the National Parent-Teacher—hold unique places in our organization. Both magazines are splendid vehicles for parent-education. Indeed, they reach many homes where the parents have not the time, the opportunity nor (perhaps) the desire to attend parent-education classes.

Both magazines are running articles designed for group or individual study. Dr. Harriet Randall of the Los Angeles school system has written a series of articles for California Parent-Teacher dealing with sex education, and the National magazine is running three series of articles in every issue from September through April written by experts and accompanied by questionnaires and bibliographies. One series is the Psychology of the Preschool Child, another the Psychology of the School-age Child, and the third is on Adolescents. While these are designed especially for parents, every teacher would benefit likewise from reading and studying them.

Another objective of Parent-Teacher is to foster closer relations between home and school. What better way could be used than to give parents a better understanding of the modern school, — its problems, its curriculum, and its methods?

And so, in recent issues of our very own California Parent-Teacher we find such articles as "Can Junior Read?" by Doris Cobb; "Love Letter to a Teacher" by Paul Gallico; "What About Your Child's IQ?" by Mildred Vandenburgh, and many others filled with information about the schools

of California for the parents of California's children.

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Many similar articles, dealing with education throughout the nation, are to be found in the National Parent-Teacher. Included among these are "Envoys in Education" (exchange students), written by Edgar J. Fischer, and "Public Education—American Style" by E. B. Norton.

In addition to such articles is a monthly feature, "What's Happening in Education?" which is described by the editors as follows: "This department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow."

Do you perhaps have a question you would like to have Mr. Boutwell answer?

Furthermore, the National Parent-Teacher is running another series of articles by Bonaro W. Overstreet. The title of the series is "The High Art of Belonging"—both parents and teachers will find much inspiration and much food for thought in these articles.

Won't you take "time out" in your busy lives to read and enjoy the Parent-Teacher magazines?

PTA HEALTH PROGRAM

Editor's Note: This is the second in a series of articles on the Four-Point Program of the National Congress of Parent and Teachers.

FEDERAL aid through the States, to help maintain and to improve uniformly fulltime local public health departments, is one of the 4 top objectives of National Congress of Parents and Teachers.

It is manifest that the Local Public Health Services Act of 1948, sponsored by the National Congress to implement these objectives, and which reached the consent calendar of the House last session, will be introduced again as a nonpartisan measure in Congress.

The project has the parent-teacher or ganization's continuing support, according to its president, Mrs. L. W. Hughes, "be cause many areas cannot support local public health units sufficiently staffed and equipped to provide the basic services essential to the well-being of the community."

The plan is not socialized medicine in any sense. The purpose is essentially the prevention and not the cure of disease. No changes would be made in the present public health service pattern except to add to the service where it is inadequate.

Federal funds appropriated under the

plan would be administered by the U. S. Surgeon General and allotted through the States to help establish and maintain adequately staffed services, as well as to finance the training of men and women for public health work.

The legislation is needed, the National Congress of Parents and Teachers contends, because at present "more than 40,000,000 persons live in areas not having full-time local public health services, and less than 10,000,000 (out of a total population of 146,000,000) live in areas having units that meet basic minimum standards."

Consolidation of thousands of small parttime public health departments (having volunteer personnel in many instances) into about 1,500 units would be indicated under the program. The consolidated units, with federal aid, could maintain basic minimum standards with full-time staffs, in most cases covering areas with larger populations than

The basic minimum standards specified in the P.T.A. endorsed plan are: 1. control of communicable disease; 2. environmental sanitation; 3. the compiling of vital statistics; 4. maternal and child health services; 5. public health laboratory services; and 6. health education.

Minimum personnel requirements for a local department maintaining the foregoing six basic services are: one full-time salaried physician; one sanitary engineer with two assistants; 10 nurses, or one for each 5,000 persons; 3 clerks and stenographers; and one laboratory technician with one assistant.

Health service experts agree that the added costs for establishing and maintaining effective consolidated local public health services would be more than offset by the reduction of losses from preventable disease in addition to the blessings of better nationwide health.

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"Besides supporting the program for federal aid to States for local public health departments," Mrs. Hughes said, "State Congresses and local P.T.A.'s are also:

"Cooperating with public health departments to intensify and expand present local health services and to spread sound health information throughout their States and communities.

"Pointing out to students the advantages of training for careers in the professions of medicine, dentistry, nursing, and other technical fields of health service, not only to relieve personnel shortages, but to gain personal satisfaction, economic and social security, and a sense of service to mankind.

"Evaluating community provisions for maternal and infant care such as prenatal clinics and hospital facilities, and with the counsel of the local health officer, promoting action to expand whatever services are necessary to safeguard the physical and

mental health of both children and adults.

"Working for State legislation to provide for the care and education of all exceptional children, including the physically handicapped, the mentally deficient, the emotionally troubled, and the gifted."

. . .

THE LONG JOURNEY ... FROM PUPIL TO STUDENT

By Ernest G. Bishop, Teacher, William McKinley Junior High School, Pasadena; Frank R. Walkup, Principal

DEAR EDITOR:

Synonyms sometimes show more Unlikeness than similarity. For instance, let us consider The words sight and vision as Synonyms. Any young lady would Much prefer to be called a Vision than a sight.

Let us consider another pair
Of oddly mismated words: pupil
And student; the authorities
Call them synomyms, and yet in
Reality the pair is worlds apart.
The word student connotes one who
Studies, while any time-server
Who occupies school space a
Prescribed number of hours daily
Meets the requirement of the pupil.

It is said the home furnishes the Raw material of the school. It is The pupil that comes to school and, By slow and painful degrees, in time Takes on more or less the semblance Of the student. So many attending School seem confused, uncertain, helpless, Irresponsible, with traits and habits That retard mental growth. So many Cannot organize their time, profitably Plan their school day, make a minimum of Preparation, realize that education Should be the main business of life. So many grope, fumble, flounder, muff The ball and live in a world Of indecision, uncertainty, and futility.

When the pupil gets his work and Himself organized, is prepared to Assume some responsibility, tackles his Assignments purposefully, and plans His time to take care of school and Home duties, including recreation, he Is by so doing becoming a student.

However, I believe that at present The pupil stage of immaturity is Lengthening. But let us admit at The outset that the pupil so many Times is the victim of circumstances. If he reads, so often is he satisfied With the comics and tales of violence And sudden death. In some cases he Is weak enough to commit unsocial acts Because of what he has seen, read,

Or heard. So often he shrinks from The serious effort essential to The mastery of a subject; so often He refuses to face reality and Assume responsibility for what he Does or doesn't do. Proper respect For authority means little to him. Whatever he does that succeeds is Right, and what he wants he takes. Behind him is the home, so many Times pitifully inadequate in its Duty to him and his brothers and Sisters, the home that is lacking In stability, with parents whose Main business of life is their Own pleasures and preoccupations, Parents who give so little time For the proper guidance and Instruction of their children. Perhaps I should say so many Parents themselves have never Emerged from the pupil stage of Growth, and therein lies a Tragedy so often recurring.

INTERNATIONAL RELATIONS INSTITUTES

THIS summer the American Friends Service Committee sponsors another group of Institutes of International Relations. Teachers, students, ministers, housewives and other people will hear outstanding authorities on world affairs discuss the problems of the day, analyze the problems, suggest solutions.

These people who come to the Institute discuss these problems among themselves. They discuss them with the lecturers in seminar sessions, over afternoon tea, and at other times.

For many years the Institutes have been held in various areas in the country. This summer there will be two in California, one in Washington and a number in the Middlewest and the East. They vary one from another, but the basic pattern is the same. The California sessions are: Oakland, June 19-29, and Whittier, July 1-10.

These Institutes are not just intellectual fact collecting. These Institutes present a variety of points of view, the radical to the conservative, in politics, in economics. People here challenge the accepted cliches of acting, and suggest new alternatives. They discuss world affairs as more than politics and economics. They relate world affairs to the wider question of religion and morality. They attempt to find principles and actions which apply to both areas, political action which is morally constructive.

You will enjoy an Institute and you will gain much for yourself and for your teaching during the following year. Many school-systems grant salary maintenance credit for Institute attendance. It is also possible to get academic credit by writing a paper in the credit seminar if you want graduate or undergraduate units.

FOR further information about these Institutes write to Robert S. Vogel, 426 North Raymond Avenue, Paradena, or Harry Prochaska, 1830 Sutter Street, San Fearnisco.



I. ENROLLMENT INCREASES

SUPERINTENDENT of Public Instruction Roy E. Simpson has announced the increases in California public school enrollment reported by school districts to the Bureau of Education Research in the State Department of Education on October 31, 1948.

Semi-Annual Summary

In accordance with a policy established in 1946, the Department asks all school districts to submit semi-annual reports on actual enrollment. One compilation is

made at the end of October, the second at the end of March.

A summary of the compilation and a comparison with 1947 figures are given in the accompanying table. The tabulations show that total graded enrollment on October 31, 1948, had increased by 77,020, or 5.2%, over the figure for October 31, 1947. In line with forecasts concerning the wave of new enrollees approaching school age, it will be noted that more than 40% of the gain in graded enrollment occurred in kindergarten and grade one. The total over-all increase in enrollment, including ungraded, special and adult classes, for the same period, is 119,114, or 6.8%.

	October 31, 1947	October 31, 1948	Gain or loss
Kindergarten	109,894	122,127	+12,333
Grade 1	161,702	180,923	+19,221
Grade 2	137,174	145,976	+8,802
Grade 3	130,667	134,549	+3,882
Grade 4	119,011	127,842	+8,831
Grade 5	111,516	118,646	+7,130
Grade 6	104,399	111,286	+6,887
Grade 7	103,980	108,250	+4,270
Grade 8	100,327	103,206	+2,879
Grade 9	98,943	101,672	+2,729
Grade 10	94,711	96,341	+1,630
Grade 11	83,949	/ 83,301	-648
Grade 12	72,107	71,979	-128
Grade 13	39,939	39,268	-671
Grade 14	21,217	21,190	-27
Ungraded pupils in elementary schools	7,605	2,479	-5,126
Postgraduate pupils in elementary schools	. 21	18	-3
Special classes for mentally retarded minors	**********	7,541	+7,541
Special day and evening classes in elementary schools	273	776	+503
Special classes for physically handicapped minors in grades kindergarten through 8	. 4,598	5,016	+418
Special classes for physically handicapped minors in grades 9 through 12	1,287	1,243	-44
Special classes for physically handicapped minors in grades 13 and 14			-39
Compulsory continuation classes	. 7,457	7,137	-320
Special pupils in regular classes 9 through 12		3,596	+93
Special pupils in regular classes in grades 13 and 14	7,599	8,486	+887
Adults in high school	. 186,075	222,686	+36,611

Comparison of Graded and Special Class Enrollments for

October 31, 1947, and October 31, 1948

II. SURPLUS PROPERTY PROGRAM

Adults in junior college.

California school administrators have recently been addressing many inquiries about the future of the State Educational Agency for Surplus Property to the central office of the Agency at Sacramento. We may inform the schools of the State that the program

will continue indefinitely, as the prospects are favorable for a steady flow of donable materials from the Armed Services.

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41,778

1.867.312

+1,573

+119.114

Certain classes of surplus materials, such as machine-tools, are decreasing in availability and the Agency is not anticipating a large supply of this type of equipment in the future. The kinds of material now

being received more plentifully in the agency's three warehouses are certain kinds of hand-tools, paint, clothing, blankets, a variety of builder's hardware, mess equipment and supplies.

Elementary school officials particularly are invited to visit the warehouses of the Agency to inspect and select materials available. Care and discretion in selecting materials and resourcefulness in using them on the part of the school should greatly enrich the program of the school, as many items now in the warehouses can be readily adapted to school use.

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Warehouses of the Agency are located as follows: Los Angeles, 5705 South Alameda Street, with W. L. Johnson, Senior Surplus Property Officer in charge; Oakland, 7425 San Leandro Street, with R. A. Henry, Senior Surplus Property Officer in charge; and Sacramento, 11th and R Streets, with E. R. Anderson, Senior Surplus Property Officer in charge. All warehouses are open for inspection and selection of materials from 8:00 a.m. to 4:30 p.m., Monday through Saturday, inclusive.

LOS ANGELES STATE COLLEGE

LOS Angeles State College, headed by Acting President P. Victor Peterson, is now in its second year. The enrollment has greatly increased, totaling 1498 students, as compared with some 300 for the first year, according to Marie Y. Martin, registrar. This newest State College is located temporarily on Vermont Avenue at the former site of UCLA.

Major emphasis is on Education, with some 700 full-time students enrolled in this department. A full degree and credential program is offered.

The second largest number of students is in the Commerce Department, with some 350 currently enrolled. Students may elect to major in other Social Sciences. Plans are under way for development of curricula in the Physical Sciences.

Upper division work only is being offered, since lower division work can be taken at the City College on the same campus. Transfers are also being accepted from other colleges and junior colleges. It is expected that all four years of work will be offered as soon as a permanent campus is acquired. — Edward C. Keachie, associate professor of commerce.

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Sierra Educational News 391 Sutter Street, Room 301 San Francisco 8, California

On an attached sheet is my suggestion for the magazine of California Teachers Association.

Name
Address



OAKLAND TEACHERS ASSOCIATION

OAKLAND Teachers Association is again sponsoring the annual Public Relations Dinner, to be held at Hotel Claremont, Berkeley, on February 24 at 7 pm.

City, county and State officials have been invited to attend; members of the Legislature, and NEA officers here for the administrators regional conference. More than 500 persons are expected to attend.

ON January 11, in the Administration Building, the Association and all of its affiliated sections joined in honoring Dr. and Mrs. William R. Odell at a farewell tea.

All members of the Board of Education, retired teachers, all certificated and non-certificated personnel of the Oakland public schools were cordially invited to attend.

Arrangements for the tea were made by Angela Erie, vice-president of the Association, with the assistance of the officers and committees of the various affiliated sections. Other officers of the Association are Henry McGee, president, and George Cherry, treasurer.

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ORATORIO AT PALOMAR COLLEGE

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By William A. Vogel, Director of Music

TWO-AND-A-HALF-YEARS-OLD Palomar College at Vista, in San Diego County, through its music department, established in the first month of its existence a singing ensemble which has become a tradition.

From a small college enrollment the first year a chorus and orchestra were assembled from the students and from the adults in the surrounding towns for a Christmas presentation of the oratorio The Messiah.

It was a venture besieged with unforeseen difficulties. There was the small enrolment to consider. There was the scattered nature of the supporting population, three towns 12 miles apart. It involved many miles of driving to rehearsals, conflicts with local activities, epidemics of winter colds among the soloists, driving

Change of Address

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often through thick fog. And there was the program of education in oratorio to be carried out.

The singers responded enthusiastically. Ages ranged from 18 to 80. There were several mother-daughter combinations in the chorus. Some came from 20 miles away over the mountains, with perhaps a bass violin protruding from the car.

The first year the group gave The Messiah in three towns to well over 2,000 listeners. The second year, fired by the success of the first, they mounted Elijah and brought in an eminent soloist, Rollin Pease. This winter they have just completed its most ambitious cycle: 5 concerts in 5 towns within 7 days. The chorus now consists of 50 singers supported by an inter-community orchestra of 15 hand-picked players. The towns continue to welcome the group cordially. Churches and high schools donate their facilities. As was hoped for in the beginning, a tradition is being established.

The present stage capacities of the several auditoriums is a limiting factor in the size which the group may attain. At present the ensemble fairly spills over the footlights. When the college has its own spacious auditorium the choral society may well become an impressive group.

No admission is charged; necessary expenses are met by a silver offering unobtrusively received at the exits. Only in the towns within the corporate district is even this collection taken. In guest towns there is no effort made in this direction.

This year the organization became officially the Palomar Choral Society, with elected officers and self-government. It is an effective medium for public relations through music, and the more effective as the group votes the number of concerts and where they will appear that year.

We present the concerts to the communities as the annual Christmas gift of the college to the people, and the people have responded. It may not sing as the London Choral Society or the Bethlehem

Choir would sing, but it performs with sincerity and meaning.

THE grandeur and nobility that belongs to great oratorio, transmitted by competent, enthusiastic and inspired singers, certainly reaches its listeners and we believe its message makes the Christmas season a little richer to the thousands who hear it.

Administrative Women in Education, a department of NEA, holds a national luncheon at noon on Tuesday, February 22, at Sir Francis Drake Hotel, San Francisco, as part of the regional convention of American Association of School Administrators.

Speakers and entertainment will be a part of the program. Tickets may be purchased at the Civic Auditorium. Members of the committee are Mrs. Ardella B. Kibby, Compton; Mrs. Amanda Bonwell, Los Angeles; Edith Pence, San Francisco; Mary Sweeney, San Francisco.

California Association of School Administrators, in a recent issue of its periodical, presents a planned program of professional action for itself.

1949 — The People and the Schools of California; a program of social interpretation.

1950 - School Plant Planning.

1951 — The Administration of Public Education in California,

1952 - Evaluation in the California Schools.

1953 — Finishing Learning in California. (The above project is to be organized as soon as feasible; work in each project to go on simultaneously.)

CHAPMAN COLLEGE CSTA

To stimulate the interest of high school students in teaching as a career, the Chapman College, Los Angeles, Chapter of CSTA sends forth several teams of speakers. All applicants are selected on the basis of their ability to address a group.

At a recent meeting one of the members gave a short illustrative talk which was criticized by the chapter members and by Dr. Fred Tonge, faculty sponsor. — Sidney Pasternack.

MARCH 18, 19

... Classroom Teachers Regional Conference

SOUTHWESTERN Region of NEA Department of Classroom Teachers will hold a Conference on Friday evening and Saturday, March 18 and 19, 1949, at Phoenix, Arizona. Adams Hotel is the headquarters for representatives to the conference. Reservations should be made directly with the hotel.

Conference theme is "A United Profession: An Expansion of Loyalties." The program opens on Friday night at 8 o'clock and continues the next day, closing with a dinner on Saturday night.

Mrs. Sarah Caldwell, president of NEA Department of Classroom Teachers, and Hilda Maehling, executive secretary of the Department, are among the speakers at the conference.

Every education association may send as many representatives as it wishes; members of teacher organizations may invite their administrators. A large attendance will be welcome and appreciated.

This is a splendid opportunity for the teachers of California and of the Southwestern Region to become better acquainted and to discuss their mutual problems. — Mary Virginia Morris, Los Angeles; Regional Director.

MABEL STUDEBAKER TOUR

CALIFORNIA tour of Mabel Studebaker, NEA precident, described in earlier issues of this magazine, is:

Southern California

February 7 — 11 a.m. San Diego State College: 4 p.m. joint San Diego City-County Institute, Roosevelt Auditorium; 7:30 p.m. Escondido, community singing.

February 8-3:30 p.m. tea, Santa Paula; 6:30 p.m. community dinner, teachers and Masonic Lodge, Ventura.

February 9 — 7 p.m. ATOLA dinner meeting, Los Angeles.

February 10 — 4 p.m. Pasadena teachers.

February 11-7 p.m. CTA, Southern Section, dinner meeting.

Northern California

February 14 — Fresno—6:30 p.m. dinner; Central Section Teachers; reservations made by Hazel A. Blanchard, 820 McKinley, Fresno.

February 15 — 8 p.m. general meeting at Woodrow Wilson Junior High School, San Jose; arrangements made by Gene G. Long, San Jose High School. San Jose State Student Teachers; San Jose Teachers Association; Santa Clara, San Mateo, San Benito, Monterey Counties.

February 16 — Type of meeting not announced; reservations made by Dr. Wallace W. Hall, in charge of arrangements, Teacher groups in Alameda County, Oakland, Western Contra Costa County, San Francisco,

February 17 — Sacramento — 6:30 p.m. dinner; reservations made by Geo. I, Linn, Sacramento Senior High School. Sacramento, North Section Counties, San Joaquin, Stanislaus, Tuolumne Counties.

February 18 — 6:30 dinner meeting, Vallejo; reservations made by George O. Herbert, Franklin Junior High School, Vallejo, Vallejo, Lake, Marin, Napa, Solano, Sonoma, and part of Contra Costa County.

ART AT WHITTIER

Whittier City Teachers Association participated in Junior Art Exhibit recently sponsored by Whittier Art Gallery. Over 3000 school children were taken by their teachers to see the display of water-colors, poster paints, oils, pencil drawings, pastels, pen-and-ink drawings, soap-carving, wood-carving and ceramics. This was the first Junior Art Exhibit to be held at the Whittier gallery, and the work of the children, from kindergarten through eighth grade, was especially commended because of the free type of expression and the bold use of color.

The works receiving first place form the nucleus of a children's art exhibit sponsored by Esther's Art Gallery of Palm Springs; others were selected for use in the Fullerton Public Library. — Flora Cameron.

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NORTHERN SECTION NEWS

ANUARY meeting of the Northern Council was held on January 15 in Marysville. The Committee met in the G Street building; an excellent luncheon was served at Hotel Marysville. The next meeting will be held in Chico at the High School building on May 7.

The Executive Committee of the Section has approved the Charter requests of the following groups and they will be sent to the Board of Directors for final action:

tollowing groups and they will be sent to the Board of Directors for final action: Shasta County; Nevada County; Sacramento City; Grant union high school and technical college of North Sacramento; and Lincoln Teachers Association. President of Shasta County Teachers is Harold Puffer; of the Nevada group is William George; for Sacramento is Carl G. Winter; of the Grant Teachers Association is

Harold C. Murphy; and of Lincoln Teachers Association is Mrs. Eva Brown.

Northern Section looks forward to some rather fundamental changes in its Constitution and By-Laws as a result of the proposed changes in the Constitution of the State organization. Our two-year terms and methods of election will have to be materially changed. The difficulty of holding joint institutes further disarranges our customs.

Because of increased membership for 1948, the Northern Section is entitled to two more Council members than we claimed last year. At the January Section Council meeting the following Representatives-at-large were chosen: (1) Malcolm Murphy of Sacramento, (2) Mrs. Irene Owings of Durham, retiring president of the Classroom Teachers; (3) E. V. Cain of Auburn was re-elected for another term.

The Council also voted to hold a Joint-Institute in Sacramento this November; steps will at once be taken by the President to ascertain which counties will participate.

— R. W. Everett.

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BEE-STATIONS AIR SCHOOL PROGRAMS

USING its two stations in Fresno and Sacramento, the McClatchey Broadcasting Company is conducting again its visits to schools in San Joaquin Valley and Northern California

Fresno NBC affiliate KMJ (580 kc) broadcasts these stimulating classroom experiences at 9:45 am each Sunday; KFBK, the ABC station in Sacramento (1530 kc), is carrying a similar series.

During recent programs on KMJ, the visits were chiefly to classes in the social studies from first grade through high school; schools from Delano to Merced, valleywide, are cooperating. The series over KFBK follows a similar pattern. This is the 6th year for these visits over KMI, but a new feature of public service for KFBK.

A TEACHER'S PRAYER

By Mary Elizabeth Bolinger, Long Beach

I ORD, let me teach from day to day
In such a perfect, blessed way,
That it will be a joy to say,
"I'm proud to be a teacher."

Grant me the power to mold small will, The strength to constantly fulfill My job. And all the better still Because I am a teacher.

Let me remember that I hold Within my hands, more precious gold Than earthen ground and sea unfold. Because I am a teacher.

Help me, O Lord, forgetting self, To forget fame and forget pelf; And knead small minds as I would delf. Because I am a teacher.

And when my eyes close to the sun, If I have helped one, Lord, just one, Lord, may I call my work well done! Because I was a teacher.

THE WANTABEES

By Edgar W. Hebert, Teacher

LAST year a group of students at Woodrow Wilson Junior High School, San Diego, organized a club, to learn more about the teaching profession and to encourage each other in the desire to become teachers.

From a small beginning the group grew to a fairly good size, considering it was in the first year of its existence. There was much discussion and rejecting of possible titles, but at last it was settled that the group should be known as the "Wantabees" — want-to-be teachers.

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Next a constitution was prepared, presented to the members and accepted. Membership cards were considered vital and the school print shop satisfied that need.

A series of interesting and entertaining meetings and excursions made up the activities of the first year. A question-box period was found to be helpful. Speakers were also used. Trips were arranged to San Diego State College, to the City Schools Guidance Bureau, and to the Vigual Instruction Center. Much favorable publicity in the school and the local press was afforded.

This year the Wantabees served as guides during Open House; during American Education Week they presented an assembly which attempted to show the value of a good education in this modern world.

Application was made to the national office of the Future Teachers of America in Washington, D. C., for a charter. Fittingly enough, the beautifully-engraved charter arrived during American Education Week. The Woodrow Wilson club is the only junior high club in the State of California.

The Wantabees look forward to another busy year of service and activity. So far their plans include trips to points of educational interest, discussion groups, report prepared by members, and various social events.

The members are interested and alert. To work with them, to share their enthusiasm and freshness of spirit is a pleasure and a source of refreshment to one own ideals.

INTERCULTURAL RELATIONS

By Vera Ann Swoboda, Gilroy; Chairman, Intercultural Relations Committee, CTA Bay Section Council

WHAT can I do to promote Intercultural Understanding?" many teacher may be asking. The following several stories relate what some teachers are doing:

June Sanders, vice-president of Central Section California Scholarship Federation, inspired by last year's UNESCO Conference, arranged an interesting international program for the CSF fall conference of the 12th District and the Peninsula Section of District 13 at Palo Alto. The general session heard a symposium by Oriental students from Stanford University.

At the Stanford Union luncheon the Please turn to Page 26



Young America Films, 18 East 41st Street, New York 17, N. Y., issues sets of holiday film-strips in full color, recommended for school use. Set No. 2 comprises:

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Lincoln's Birthday (28 frames) — The story of Abraham Lincoln's life and his importance to our country; explains the critical time in which he lived and served the nation.

St. Valentine's Day (27 frames) — Explains the origin of our observance of this day, tracing it back to the Lupercalia of ancient Rome. Tells of the Valentine customs of other days.

Washington's Birthday (29 frames) — Gives the story of George Washington's early boyhood, his work as a young man, and his laterachievements.

Easter (27 frames) — The story of the Easter season, its origin and its significance; explains the origin of such familiar Easter symbols as the egg and the rabbit.

Price: \$15 per set of 4 filmstrips. Single filmstrips — \$5 each.

WIND IN THE CANYON

THIS fascinating new novel by Edith Fox, 4th grade teacher in Bakersfield, is as fresh and invigorating as a breath of mountain air. The author, born in Michigan, later moved to California; upon making a weekend visit in the San Gabriel Mountains she was charmed by this circle of hills with a canyon and a stream. Since then she has returned many times and wrote Wind in the Canyon — a delightful story with an intriguing plot and a background of historical fact; published by Industrial Arts Press, Woodland Hills, California; price \$3; sales agent, John Benton, 1705 B Street, Bakersfield.

Historic County of Kern is a 28-page, illustrated pamphlet, written and compiled by Glendon J. Rodgers, teacher and counselor, Bakersfield High School, published by Kern County Historical Society and Chamber of Commerce, Bakersfield; price 25c. This excellent brochure is of special value to all Kern County teachers and of general interest to teachers throughout California.

Bobbs-Merrill Company is bringing out an excellent, beautifully-printed and richly-illustrated Geography Foundation Series, comprising a good geography readiness program; the basal textbooks, for grades 1, 2, and 3, appeared sometime ago.

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Now is issued a fine 4th grade geography entitled The World About Us; one of the three co-authors is Dr. Irving Robert Melbo, professor of education, University of Southern California, Los Angeles.

It provides true readiness for 5th grade geography, is profusely illustrated with many pictures in full color, and with special map and globe programs.

BOOKS FOR YOUNG READERS

By Laura B. Everett, Berry Creek

THE Lazy Beaver, by Vernon Bowen; illustrations by Jim Davis. The little beaver would not work; he was the only one who was not "busy as a beaver." But once he swam away and got lost. What he did when he found his way back makes an interesting story. Delightful pictures. Mc-Kay: \$2.

Kay; \$2.

Flowers for Mother, by Katherine Evans.
How Davie and Rosie find flowers for
Mother's birthday even though they haven't
a penny in their piggy-banks makes nice
reading for the very littlest ones. Cunning
pictures. McKay; \$1.50.

pictures. McKay; \$1.50.

The Little House on Stilts, story and pictures by Lucia Patton. Another story of Johnny and Judy; this time they are young Forest Rangers, and help the Ranger find a forest fire. The book is set in easy-to-read manuscript type. Can be read by first and second grades. Albert Whitman; \$1.50.

Susie, by May Justus, illustrated by Christine Chisholm. A Tennessee Mountain story. Susie gathers herbs, dreading the spring tea Mammy will make with them. But the peddler, Step-Along, comes by. Mammy cures his cold with her herbs. He is so pleased that he gives them all presents from his pack—and he drinks up all the tea! Albert Whitman; \$1.50.

Watchdog, story and pictures by Laura Bannon. A very appealing story and pictures, many of them in color. Alberto is very happy that his father is making the toys for the castillo for the fiesta, but he is anxious lest someone may buy the tiny dog in the pet shop which he wants for his very own. A story full of real suspense and charm. Albert Whitman; \$2.50.

The Eskimo Store, by Ann Lange, pictures by Gladys Rourke Blackwood. Ann was the daughter of the trader at an Alaska trading post; Nancy was a little Eskimo girl just Ann's age. This is a pleasing little story of a fawn-skin parka and mukluks. Suited for first and second grade reading. Whitman; \$1.50.

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reading. Whitman; \$1.50.
Fire Eye, The Story of a Boy and a
Horse, by Maj Lindman; story and pictures. Young readers all know the author
of "Flicka, Ricka, Dicka." This is the
story of how Bob brought up Fire Eye;
how he lost her, and found her. Whitman: \$1.50.

man; \$1.50.

Fish in the Air, story and pictures by Kurt Wiese. This is the story of a little Chinese boy named Fish whose father bought him the largest kite he could find that looked like a fish. When the kite carried him up into the sky he had many adventures. The story is full of Chinese humor. Viking Press; \$2.

Going to Church with Betty and Bob (Standard Publishing Company, Cincing

Going to Church with Betty and Bob (Standard Publishing Company, Cincinnati). A collection of simplified Bible stories, and verses. Beautifully illustrated.

Rose Fairy Book, collected and edited by Andrew Lang; illustrated by Vera Bock. In her foreword, Mary Gould Davis says: "In our sorry world of today boys and girls will be all the better for a trip with Andrew

Lang to his Fairyland." The old tales of glamour and romance live again. Longmans; \$2.50.

* * * WESTERN WILDLIFE COLOR FILMS

LAUREL REYNOLDS of Piedmont, Alameda County, was born in Illinois, but became a Californian during her childhood. Her unintentional preparation for her present career as wildlife photographer and lecturer included the study of botany at University of California, marrying a physician whose hobby was bird-study, and rearing two children who, like her husband Eric, have now become valued assistants in her work.

For several years she was editor of The Gull, monthly publication of Audubon Association of the Pacific. Her writing has also included articles for The Gull and Audubon Magazine. For several years she was nature-study consultant for Oakland Girl Scouts, and is co-chairman, conservation committee of Piedmont Garden Club. Mrs. Reynolds has photographed, com-

Mrs. Reynolds has photographed, compiled and edited three color motion-picture programs, two on Western wildlife, Fun With Birds and With Feathers Flying, and one on birds of the Southeastefn United States and Texas, Southern Exposures. She is presently at work on a fourth film, a story of modern pioneering in the Northwest, including the scenery and wildlife of the area.

These young Barn Owls, resembling balls of cotton with shoe-button eyes, grow into



wierdly fascinating "monkey-faced" adults in Fun With Birds, her remarkable colored motion-picture, — fun from the opening sequence of the baby quail walking in their sleep to the last episode of the Northern Phalaropes performing their dizzy dance.

Mrs. Reynolds is a lecturer, on a continental scale, for National Audubon Society, as one of its Audubon Screen Tour staff. Address her at 140 Estates Drive, Piedmont 11.

The Airport, a film showing the activities of a large commercial airport produced especially for primary school children, has been released (sale or rental) by Encyclo-paedia Britannica Films, Wilmette, Illinois. The 16mm, one-reel, black and white, sound film shows in detail the varied operations that take place at practically any airport in the world. Showing the basic operations of all air travel and transportation, The Airport gives an over-all picture of the far-reaching development of aviation.

Collaborator for the new EBFilm is Dr. Paul R. Hanna, professor of education at Stanford University, nationally known as an elementary curriculum specialist. He has been a consultant and advisor to the government. ernment since the last war, serving with National Resources Planning Board, Army Specialized Training Division of the War Department, and War Relocation Authority.

Ezra E. Smith, Riverside County Super-intendent of Schools, Riverside, widely known in educational circles as a leading and veteran California school worker, is also a poet of real ability and has recently published a beautifully-printed brochure entitled Songs of Home. Interested persons may, obtain further information concerning the book by addressing him.

The Food Situation is the title of two leaflets, — A Plan for a Program, and A Working Guide for Teachers, published by Grocery Manufacturers of America, to present various phases of "The Life Line of America"—the line of essential processes between food in the field and food on the table. For further information and suggestions address Grocery Manufacturers of America, 205 East 42nd Street, New York,

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Public Education and National Security is the theme of an important paper by Dr. Leonard L. Bowman, appearing in a recent issue of the Educational Forum, a national journal published quarterly by Kappa Delta Pi, honorary society in education. Dr. Bowman, vice-principal of Santa Barbara High School, is a member of the society, past president of CTA Southern Section, and nationally known as former NEA first vice-president.

Building Our World, one of Charles Scribner's Sons admirable social studies series, is the dynamic story of the peoples who have welded much influence on the growth of our USA civilization. Co-authored by Moore and others, it comprises 500 pages, illustrated; price \$2.52; address Howard P. Miller, manager, Charles Scribner's Sons, 55 New Montgomery Street, San Francisco 5.

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A beautiful colored poster-map, 24 x 30 inches, of Glacier National Park, issued by Great Northern Railway Company, may be obtained free by California teachers upon request to Arthur L. Scott, general agent, passenger department, Great Northern Railway, 679 Market Street, San Francisco 5; or S. L. Williams, district passenger agent, Great Northern Railway, 510 West Sixth Street, Los Angeles 14.

COMPOSITION FOR COLLEGE

GUIDE for the study and effective writing of good English, with abundant illustrative examples from many authors, entitled Composition for College Students, co-authored by Thomas, Manchester, and Scott, is now brought out in a fine, big 5th edition by The Macmillan Company; price \$3.60. First appearing in 1922, this widely-known and admirable text has gone through many printings and is used throughout the nation.

What People Think About Their Schools, Methods and Values of Opinion Polling as Applied to School Systems; by Harold C. Hand, College of Education, University of Illinois; published by World Book

Company, \$2.52.
This is a practical handbook for educational administrators, in that it provides information on the techniques and materials of opinion-polling in school systems. After pointing out the value of having an accurate picture of the opinion of the community, and the loss of time and the inefficiency inherent in guesswork, Dr. Hand goes on with a detailed discussion of each step in the process of gathering and interpreting data.

The complete text of the four separate inventories, one for parents, one for teachers, and one for pupils in upper elementary and secondary schools, is given in the form of appendices.

NUMBER ADVENTURES

WEBSTER Publishing Company, 1808 Washington Avenue, St. Louis 3, Missouri, has issued an excellent, carefully planned and psychologically sound arithme-

planned and psychologically sound arithmetic readiness program:
Count Five for kindergarten or lower first grade. This 4-color, attractive workbook is based exclusively on common pre-school experiences; no reading skill is necessary.
Stories the Numbers Tell for upper first grade. This is an appealing 2-color workbook with a primer level vocabulary which builds understanding of the basic number system.
Number Magic for second grade, Here is an unusually attractive 2-color second grade workbook with a first reader vocabulary. It expands in both depth and breadth meanings and understandings gained in the two earlier books.

FEBRUARY

A Definition

By Florence D. Thomas, Kindergarten Teacher, Walnut Creek, Contra Costa County

A MONTH of winds, quick frost and rain, Of birthdays great and hillsides plain, Just touched by green, fresh-growing things, That give a hint of forming springs.

The month of hearts and valentines, Where dainty lace a bow entwines, "When lady brave, one year in four May ask man's hand," says quaint folk-lore.

Grey month, when we who teach a class Of many a wool-clad lad and lass, With little hands and feet chill-gay, Turn up the heat and sigh for May.

THE PROBLEM OF SOCIAL RELATIONS

By William Plutte, Harry Ells Junior High School, Richmond

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YOU do not offer algebra to a student who has not had any arithmetic back. ground. Such a program would seem to be logical, yet many schools offer sex education (under various guises), to students without ascertaining their basic learnings in hygiene.

While "sex education" is necessary many students are in definite need of counselling and guidance - there seems to be a dangerous trend toward building up courses in "social relations" without enough preliminary study. Of course educators who form these courses loudly acclaim the success of such programs - but how do we prove such success? Is it sufficient to point to the numbers of students clamoring for such courses? Or do we blindly accept the fact there is a need for such education and the contents of course immediately becomes self-plaudatory? A small voice asks, "What statistics are available?"

It Is Different

Would you turn loose a first grade student into a chemistry laboratory? But "social relations" is different! I agree. But the difference lies in the fact that a relations course deals with problems much more subjective and important.

We take young people who have gone through (or are still in) that agonizing period known as "adolescence," and begin talking to him about his relations with the opposite sex, or family problems, all the while ignoring the fact his basic problems are mainly personal because of the anatomical and physiological changes that he has been experiencing.

The main issue, in my mind, is to prepare students for these changes before he experiences them. This should be done during the early junior high school grades When the student realizes he is not alone in his self-feelings he is more apt to enter into a relations course with a scientific mind, rather than with a curiosity fostered by half-truths and a miasma of ignorance.

Some educators state sex education should be started in the elementary grades. That would be like reading a book on swimming and then dropping into water a mile from shore and swimming for the first time. How can children learn the feelings engendered on the onset of puberty? Can we teach maturation?

I DON'T believe we can, but we can prepare students by giving them a good personal hygiene background before we get him involved in social relations.

A STUDENT-ORGANIZED PLAY SCHOOL

A Nursery School at a High School, described by Hilda Berglund, Teacher

BLOND, vivacious Paula gracefully settled herself in her tiny chair at the little table and with all decorum she poured the tea into the miniature cups. Seven or eight children, ages 3-5, were busily playing nearby.

The reader may ask, "What's so unusual about that?" The high school girls enrolled in Miss Berglund's homemaking class at Marysville Union High School, Yuba County, would say, "Where else have you seen 'real live' little boys and girls brought into high school — boys and girls like little sister or brother that we can watch at play, take care of, learn so much about?"

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Yes, enthusiasm for the play school in the Homemaking 1 classes has spread and invaded the other classrooms, the wood shop, and many homes in the community.

The play school started as an idea, and through the determination, imagination and resourcefulness of a teacher, it became a reality. The story of the development of our play school may be helpful and inspiring to other home economics teachers.

Despite the fact that there was little money and very little equipment available, the teacher, with her background in nursery school work, could visualize a play group in one of the homemaking rooms and could see its possibilities as a valuable learning situation for her students.

She believed that a play school as an integral part of homemaking is one way of enriching the work in child care, especially for those girls who may leave school before the end of the first year in high school. Along with the usual textbook assignments covering the care and guidance of preschool children, observation and study of children in a play school situation should be a meaningful experience.

However insignificant they may seem, there were certain factors which were to the teachers advantage. Anticipating the possibility of having a play school early in the year, the teacher scheduled consecutively 3 Homemaking 1 classes. Moreover, the administration had allocated about \$35 or \$40 for the purchase of necessary materials.

Materials and Equipment

The first problem was to acquire equipment and essential work and play materials—all with pleasing lines, color and finish. Suitable toys, low shelves, children's chairs and tables, books and sandbox, etc., and countless items would be needed. It wouldn't be easy to acquire such materials; it was a challenge, but it was possible. An inventory was made of the pertinent assets of the school and community.

The teacher led the students in a scaven-

ger hunt. On a casual visit to the science room the teacher's attention was caught by the aquarium. "Here," she thought, "are pets for the young naturalists." Likewise, on a trip to the prop room, a set of steps and a low cupboard were discovered. While waiting for a friend one day in the toy department of one of our stores, broken toys attracted her attention. "With little effort they will be as good as new," she thought.

Many Contributed

Her enthusiasm and interest in the play school was contagious. One girl crocheted booties for a doll and surprised us with 3 dresses; another made as part of her home project, several stuffed animals; another, a sturdy cradle. Several parents contributed toys and books their children had outgrown. A box of building blocks, made over 30 years ago by hand, became one of our most needed play materials. The librarian lent us a few books of her personal collection and a portfolio of 8 large colored pictures from Mother Goose by Theodor Rajinkovsky. Marysville Elementary School kindergarten lent us other necessary equipment and a few play materials, such as fingerpaints and peg-boards.

The idea of a play group met with enthusiastic approval from the girls when they learned that discarded and broken toys would be at their disposal and that, after making a quick survey of the available floor space and many well-designed cupboards for toy storage in a corner of the home-

Two Views of our Nursery Schoolroom. Note the attractive arrangements. Photos by A. M. Albrecht Photo Studio, Marysville.





making room, it could be rearranged for a play school. The girls who had young brothers and sisters were interested in learning more about this age group and about the kind of toys children like to receive for Christmas gifts.

Early in the study of child care and guidance several activities were started simultaneously in class. Odds and ends about the school were assembled. Playthings youngsters had outgrown at home were contributed, toys were solicited from merchants, and play materials and equipment were made at school. While a committee of a few girls sanded and painted toys, others were making plans for furniture from orange crates, nail kegs and scraps of lumber, or were sanding building blocks; while another group collected toys from the downtown stores.

WITH such a wide assortment of playthings around the room the girls became quite "toy conscious" and their increased interests and curiosity led them into intensive voluntary investigation about the educational value of toys. Some toys were grouped into sand toys, housekeeping materials, locomotive toys, miscellaneous group, and those requiring repair, remodeling or refinishing.

The girls, in evaluating the toys, developed their own standards. For example, they began to associate a wisely-chosen plaything with the idea that a toy now meant a play material, which was designed to help the child develop small and large muscles. It should be so constructed that it has a "do-with" quality. Several girls who had younger brothers and sisters were interested in knowing more about buying toys for them as Christmas gifts. Others remarked about the kinds of playthings they were going to buy their little friends of elementary school age.

The girls wanted to know also what each toy could do, what made it go, and finally why it did not work. Teen age talents were displayed through ingenious remodeling projects—a screw tightened here, a wheel clamped there, and a doll arm doctored. The girls were quite pleased when eyesight was restored to their favorite doll, "the cuddly, drinking, wetting, sleeping rubber doll."

Our Furniture

By the time most of the homemade toys were completed, the next problem which the teacher faced was the need for constructing and finishing large pieces of basic equipment. The construction, sanding and painting of this equipment extended over several days under the direction of our wood-shop teacher. Three cupboards were remodeled by the girls into a cupboard suitable for toy storage, 3 low tables were constructed by boys in wood-shop and painted

by the girls in class. A low chair, ready to be discarded in the neighborhood, was given to the class to refinish. With assistance in upholstering at night school, the teacher made a nail-keg into a stool and converted an orange-crate into a chintz upholstered armchair for the doll corner.

A set of steps was painted for indoor play, a sandbox was built. A screen was constructed for separating the play area from the observers, and a discarded cabinet was remodeled into 4 lockers and into a small screen for the doll corner. Although the equipment was not completely there, now the play school was ready to open during the fifth week of the unit.

It was a simple matter to invite 8 or 9 young children to enroll in the play group. It was decided that keeping the enrollment to about eight children was a good idea inasmuch as the play area and locker space would not accommodate a larger number.

A time-schedule was set up for the children and one for each homemaking class.

The equipment continued to be contributed and the girls continued to proudly display new acquisitions — a scooter, wheelbarrow, a large metal wagon for outdoor play. Over a period of several days the girls assembled other needed materials, such as plants, pictures, a loom, records and musical instruments.

We were pleasantly surprised to find two persons who wished to contribute to the program of the play school. A Yuba College student, who was interested in story-telling, volunteered to read stories to the children a few times. An interesting device to stimulate interest in story-telling was demonstrated by the wife of one of our faculty members, who recorded several nursery rhymes and stories for the children.

Little Paula, at the miniature pale rose teatable, is learning at this early age the social graces, while at the nearby sandbox Kenneth gradually learns to share the sand toys and make other necessary social adjustments so necessary for democratic living.

Values Gained in the Study of Child Care and Guidance

THIS project, as part of a unit in child development and guidance, provided an opportunity for homemaking girls not only to plan the play area and to help construct play equipment and toys, but also to understand the problems encountered in guiding young children by directed observation and participation.

They learned to assist children of preschool age in the constructive use of play materials and equipment, and why it was so important to tell children to take turns and respect the rights of others in any group situation.

Another value gained from this unit was the student's increased ability to recognize the importance of the child's developing

desirable habits of dressing, eating, resting and play.

In the play school the girls had practice in guiding children's play under supervision after studying desirable techniques in working with young children.

Points Regarding the Daily Schedule

Morning Inspection

Each child is examined by the school nurse every morning for colds or infection. Indoor Play Period

Supervision of painting, clay, paper and paste, and woodwork is necessary.

Guides in caring for children:

1. A new activity is suggested to the child who wanders aimlessly.

A child learns gradually to put away one material before taking out another.
 A toy is the "property" of the child as long as he is making good use of it.

4. Materials must be used in proper places. Sand in the sand-box, crayons with paper, painting at easel, etc.

5. Aprons are worn when painting.

 Children learn gradually to settle their own quarrels and to defend their own rights.
 Fruit Juices

A glass of fruit juice is served at 10:45. Story Telling

Each child is expected to listen or contribute to the story.

Toilet Procedure

1. Each child goes to the toilet upon arrival.

2. Boys stand to urinate, girls may need help with buttons.

3. Each child flushes toilet, then rinses and dries hands.
Washing Procedure

1. Child goes to toilet, flushes it.

2. Child partly fills bowl with water.

3. Washes hands with soap.

4. Lets water out and dries hands on his towel. Rest

Each child rests quietly on his rug for 15 minutes.

COMRADESHIP AT STURGES

By Helen Shaper, Art Teacher, Sturges Junior High School, San Bernardino

Sturges Junior High School has a very cosmopolitan population of 1550 plus, so we are constantly devising classes and projects that tend to mold a union of friendship and cooperation in our student body.— R. L. Sandberg, Principal.

AT Sturges Junior High we are proud of a student body representing many races, with homes ranging from comfortable to very limited financial circumstances.

With this mixed group we are always ready to use a project generating good-fellowship. One grew out of several remarks made by the students before a class period. They were observing that little was left for Christmas toys for younger children, because of the cost of clothes and food. I offered to let any student who would bring in wood scraps, have time to design and build a gift toy.

This aroused an interest which prompted

me to give the suggestion to each of my classes, and a woodpile soon appeared in the back of our room.

Our tools were those I brought from home, as we could get few from our crowded, school woodshop. This condition really added to the value of the project, as it meant real sharing by everyone.

We tried not to be unnecessarily noisy. One example of this was that no one could saw unless someone held the wood to avoid dropping end-pieces. They were very honest in their exchange of labor, and it was good to see a colored boy and a white boy helping one another, or Mexican and Negro.

Trading wood pieces sometimes was an advantage; and the understanding that if a student wanted help it meant he should assist another, gave some of these boys a first opportunity to really experience the increase in self-respect which comes from being useful.

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In the 7th grade class I noticed the unusual quietness of Jimmy, ordinarily a restless boy. As the period progressed he brought me the answer — four wood-scraps from which he had assembled a clever daybed.

Nothing escaped their bright eyes. Over where we are building part of the set for a play stood a roll of wrapping paper. Bob asked for the wooden disk which supports the roll in shipping. With a piece of broom handle he had a floor lamp.

A quiet, retiring boy gained immense prestige by being the first to solve the problem of rigging the front wheels of a wagon so it could be steered. We now have an assortment of 42 good toys: wagons, wheelbarrows, bunk beds, tables and benches, cupboards and cut-out figures mounted on wheeled platforms.

BUT I am even more proud of the intangible results, for each one participating experienced genuine helpfulness, sharing, an honest respect for the other person's handiwork and a heart-warming delight in his own!

American Educational Theatre Association holds its regional meet with Northwest Drama Conference at University of Oregon, Eugene, February 10-12, with special emphasis on work at the high school level. For details address Horace W. Robinson, director, University Theatre, Eugene, Oregon.

National Teacher Examinations, under American Council on Education, are held for the 10th year, February 19-26, through out the nation. In California they are given at, — Los Angeles, May V. Seagoe, examiner, University of California; San Francisco, E. C. Browne, examiner, San Francisco School Department: Stockton, Willis N. Potter, examiner, College of the Pacific. For full details communicate immediately with your nearest examiner.

AUDUBON NATURE CAMP OF CALIFORNIA . . . 1948

By Ferdinand S. Ruth, Monterey Peninsula College; Instructor in Natural History of Vertebrates Other Than Birds, Audubon Nature Camp of California

HELLO, hello! . . . Mr. Ferdinand Ruth? This is John Baker speaking, president of the National Audubon Society. Would you be interested in becoming a member of the staff of the first Audubon Nature Camp of California, to be established at Norden, California, this summer? Would I! I certainly would, and told Mr. Baker so via long distance phone, then confirmed it in San Francisco three days later!

Thus began one of the most useful and gratifying chapters of our lives (Ferd., Juliet, Stephen and Penny). We left for Sugar Bowl Lodge, Norden, on June 13, and there spent 11 weeks in the High Sierra, in the most luxurious ski-lodge in Northern California. The summer inhabitants of the area include 148 species of birds, 55 species of vertebrates other than birds, hundreds of wild flowers and insects. The spectacular geology of Sierra Nevada granites and near volcanic flows of the Cascades, Emigrant Gap and the history of the Donner Party Trail, all intrigued us.

Never to be forgotten are the azaleas, shooting stars, lodgepole pines, hemlocks, red firs, white firs, yellow pine, sugar pine, corn lilies, snow plants, penstemon, mule tars, crossbills, pine grosbeaks, Clarks crows, Pacific nighthawks, three-toed woodpeckers, long-toed salamanders, rainbow trout, rubber snakes, yellow-bellied marmots, goldenmantled ground squirrels, jumping mice, porcupines, snowshoe rabbits and the hosts of other denizens of the ruggest mountains in our United States.

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During the first session of the camp in June, the mountain slopes above Sugar Bowl Valley were still carpeted with snow. Behind the lodge was a snowbank 10 feet high which was to stay with us for almost 6 weeks. In the swampy area across from the lodge and also along the rushing stream, corn lilies bravely pushed their sheath-like leaves above the surface, appearing more like an ear of corn than a lily.

All of us were thrilled with the beautiful red snow-plants which live upon decaying organic matter. We saw the first tiny blossoms of the steer's head and the first appearance of the yellow Wyethia.

Later in the season, as more and more forms of plant life reached their maximum growth, the ever-accompanying animal life likewise multiplied. Humming birds were constantly hovering among the nodding red columbine. Bumble bees were momentarily hidden as they entered the blue monkshood. Masses of stalked lace-winged fly eggs formed a fringe upon the edges of the willow leaves. Chipmunks, marmots, mule deer, badgers, martens and muskrat made their appearance and taught us some of the secrets of their lives in the wilderness.

Seven thousand feet above sea-level, yet in one hour we descended by station-wagon

down the eastern slope of the Sierra Nevada to the deserts of Nevada and the alkaline borders of Washoe Lake, where we found avocets, black-necked stilts, phalaropes, white pelicans, nesting ducks, egrets, muskrats and an entirely different life zone with its varied habitats, niches and wild inhabitants.

We will never forget the tours around lovely Lake Tahoe by station-wagon and by boat; the trip to the summit of Mt. Rose; Donner Lake and the story of the brave pioneers who perished there; the American River Canyon; Bear Valley; and the horse-back trip to the Ice Lakes.

Then there are the memories of the stimulating associations with the body of the camp, the campers themselves. Fifty new ones, every two weeks. Among these 250 campers were: 46 high school teachers. 99 elementary school teachers, 13 school principals, 2 college teachers, 7 librarians, 10 students, 4 photographers, 10 social workers, 26 garden club members and housewives and a number of others. These campers came from 17 States and the Dominion of Canada. They were wonderful people!

They went home with an appreciation and understanding of the value and need of conservation of soil, water, plants and wildlife in general, their interdependence and the relation of their intelligent treatment and wise use to human welfare; to thus assist in creating an enlightened citizenry demanding biologically-sound political action in furtherance of conservation of natural resources.

WE are going back to the Audubon Nature Camp at Norden this year to renew acquaintances with our wild animal and plant friends and to live with 250 more wonderful people for 10 more glorious weeks among the spectacular peaks of the Sierra Nevada. Won't you join us?

* * *

SUMMER SESSION IN EUROPE

IN connection with the summer session at the San Francisco State College, a Seminar-Tour of Europe with college credit is being organized by Professor Alfred G. Fisk. Arrangements are being made to interview European leaders, to visit wardestroyed areas, relief camps, government ministries, etc. Further information may be had by writing to Dr. Fisk at San Francisco State College, San Francisco 2.

LUX COLLEGE

By Carrie Belle Gough, San Francisco

LUX College, a two-year terminal school for girls, located atop Lux Hill in San Francisco, occupies a strategic location. The flavor of old San Francisco is here in the name of the avenue on the front of the block of which the campus is made—Potrero, grazing land, was a grant by the crowned head of Spain to peoples of the Dolores Mission for their herds. The basketball court—a sunken concrete bowl—was once a reservoir in El Potrero. The very name of the school, Lux College, gives a real Californian a nostalgic feeling of the past, as the school was founded and endowed out of funds left for that purpose by Mrs. Miranda Wilmarth Sheldon Lux, widow of Charles Lux of Miller-Lux ranch fame.

In this college young women are prepared for dental assisting, medical assisting, garment designing, and producing, designing and fashioning of millinery, doing work in decorative arts, and in retailing. The college is in the heart of industrial San Francisco. Medical students are near several hospitals, where they do their on-the-job training. The dental assistiants find San Francisco College of Physicians and Surgeons and University of California Hospital no great distance to go for their practical work. The same is true for students in retailing and clothing; for Lux College is approximately mid-way between the downtown shopping districts and Apparel City. Students in decorative arts have the art galleries and museums of San Francisco as their own school facilities.

Nor does Lux College forget that young business women need more than technical skill. The school has full academic courses for preparing its students to become worthwhile citizens as well as efficient employees. Sarah Helen Brown, director of Lux College, an experienced schoolwoman with a long and noteworthy background in psychological testing and placing, is ever on the alert for just that type of bright high school graduate who wants to spend two years—and only two—in rounding outher academic courses and perfecting a technique whereby she will be fitted for the business world. Miss Brown believes in the Lux College motto—"Do the Common Thing Uncommonly Well." For that reason, she makes careful selections from among the many applicants.



THE SONG FLUTE as a Pre-Band Instrument

By Elden Miller, Teacher of Band and Instrumental Music, Beardsley School, Bakersfield

EACH year, I hear the performance of many school music organizations. Each time, the same questions present themselves: When did these students begin playing or singing? What motivated desire? In instrumental groups, how did they arrive at the decision as to what instrument to play?

The boys and girls who make up these instrumental music groups have either made these decisions themselves or have been guided in their decisions by some older person - parent, teacher or friend. Or, they may have been guided to a logical and practical solution of their music problems by means of a long-range, planned program of instruction. The latter method is the only safe and sensible way of protecting the parent against possible waste of money and of protecting the student against a loss of time if he finds that he does not like to play an instrument or is not willing to spend enough time practicing to become a good player.



in the Montana Rockies

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	vacation—write today.
ZIIV	P. G. Holmes, Passenger Traffic Manager Great Northern Railway, St. Paul I, Minn. (1987.9) I am planning a Western vacation this year. Please send me information sm Glacier National Park and how to go there via Great Northern.
ADDRESS	STATE

Locate Players Early

A good school music program is the result of a well-planned program of instruction beginning in the elementary grades. With such a plan, it is possible to locate potential material at an early age. I have tried many types of tests and surveys to determine the music ability and interest of students. From these tests, one has little difficulty in finding students who have the ability to do music work, but it is impossible to tell how many of these students will continue with instrumental music even if there is a desire to begin. In other words, there is no written test or survey which will show whether the student possesses that very important factor — gumption.

When we start a student on an instrument that requires a financial investment, we want to be rather certain that he will work and stick to the instrument. If he will work, we feel quite certain that we can teach him to play an instrument and play it well. We have taken students who have made very poor showings on tests poor rhythm, poor ear, poor coordination — and unbelievably they have done fine work. Why? Because they were willing to work. On the other hand, we have had students who made excellent showings on tests, and whose parents insisted that they start immediately on regular instruments, become complete failures. Why? A lack of gumption and unwillingness to work.

Make Music Practical

Frequently, parents have invested a great deal of money in a musical instrument only to find that as soon as the novelty wears off the child ceases to practice and eventually drops out of the class. This may cause the parent to lose faith in his child's musical ability. But he is more likely to lose faith in the music program, regarding it as a luxury and not as a necessary and valuable part of our total educational program.

It must be kept in mind that the over-all purpose of the school is to educate the whole child, and by that we mean physically, mentally, socially and spiritually. That is sufficient reason why music should be an integral part of the total instructional program and why every child should be allowed an opportunity to participate in it. Since music has its natural and rightful place in every school program, it behooves the music teacher to seek ways and means of making it practical

as well as functional. If we can spare the parent, pupil and teacher a loss of time, effort or money, we are making it practical in that sense. The use of exploratory instruments will help to do this.

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Give Child a Tryout

There is but one way to find out if a student will succeed on an instrument and that is to try him out on one. This trial instrument should require very little investment. Such instruments are known by various names, pre-band being probably the most common. These are simply exploratory instruments, the use of which gives the instructor an opportunity to study and analyze the student's work habits and attitudes as well as his ability. Here is the place to find out if he has 'sticktoitiveness." Here, also, is the place to introduce the practices which will form the basis of his later music

It is our belief that the child should start playing an instrument at an early age - just as soon as he has a sufficiently developed sense of reason and is physically able to handle the instrument. We have found the 4th grade to be the logical place to begin these classes. In the average normal child, there seems to be a noticeable change at this grade level from the baby stage to a more "grown-up" stage, a transition period in school life. The pupil who starts playing an instrument early will profit more from his music training by the time he finishes high school than will the pupil who waits until he is in high school to begin.

Find Song Flute Satisfactory

In the Beardsley School, we have found the Song Flute to be a very satisfactory pre-band or exploratory instrument. It plays easily, is well in tune and is very durable. The cost is very small. The instruction book that accompanies it is one of the best. The course is planned to last six months. This time, however, can be shortened or lengthened according to the amount of time that can be allotted to the schedule. Our students meet two times a week for 50-minute periods.

Each year, students from the 4th grades are allowed to enroll in the Song Flute Contest—any student who wishes to enroll, with the approval of his classroom teacher and myself. There may be academic or physical reasons why he should wait until another time.

Need Trained Teachers

It is very important that the teaching of the Song Flute classes be done by a person who is thoroughly familiat with instrumental music teaching—

one who knows how to build a firm foundation for the music to follow. Many of the difficulties encountered in the study of regular instruments can be overcome right in the Song Flute Class. Good posture, good breathing, attention, and many more important fundamentals can be taught here. Students in the Song Flute Classes are experiencing a learning situation which has many angles, and are being guided toward more complicated skills and practices.

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In our school, I require each pupil to buy his own flute, but schools could furnish them if they desired. If this is done, the instruments should be thoroughly sterilized each year and kept in good condition. Each year, prior to the time the Song Flute Classes start, all 4th grade teachers are supplied with information sheets about the course. The teachers read the information to their classes and all interested students take the sheets home. Slips are returned by a certain date by those students who plan to take the course. The slips must be signed by the parents and a deposit of one dollar attached. This deposit is refunded if the student returns the instrument and instruction book in good condition.

Students Take Exams

At the end of the course, an examination is given each student. If the student has qualified himself to take up a regular instrument, he is given a certificate stating that, and help is given him in the selection of an instrument. If he has not qualified himself, the teacher should explain the case to the parent.

Following is a fair example of the results of the Song Flute Classes from year to year in our school: Of the total number in the classes, about 35% will drop or move away. Of the others, about 65% will qualify to go on to regular instruments. Of those who qualify, a good percentage will start on regular instruments.

WITH very few exceptions, the students who start on regular instruments will continue through high school; many will play while in college. Those who do not go to college will probably play in some civic organization. Each one has had a valuable experience as a member of a music organization and has acquired skills which are valuable as an avocation. Most important of all, they have developed an understanding and appreciation of music which will be with them all the rest of their lives.

Two New CTA Section Presidents





Left: Harland mcDonald, district superintendent, Crescent Elk School, Crescent City; president, CTA North Coast Section.

Right: Miss Oleta Brewington, teacher, Washington Junior High School, Salinas; president, CTA Central Coast Section.

Adventures with Wild Animals and Plants, by Kroeber and Wolff, is a well-organized new biology text, for high schools, published by D. C. Heath and Company, 182 Second Street, San Francisco 5. The modern format features easy-to-read, double-column pages, with large and abundant illustrations.

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Delta Kappa Gamma DINNER

FAIRMONT Hotel Red Room will be the gathering place of Western women leaders in education on Monday night, February 21, at 6 o'clock, when Bay area chapters of Delta Kappa Gamma hold a Welcome Dinner; invited Honor Guests include Pearl Wanamaker and Mabel Studebaker, attending the A.A.S.A. Conference; Helen Heffernan and Judge Theresa Meikle.

California (Chi) State President Jane Hood will preside at the dinner with Mary Sweeney, Alpha Theta chapter president, and Dinner Chairman Dr. LaVone Hanna. San Francisco hostess chapter committee-in-charge includes Ernestine Devine, Agatha Hogan, Ione Mathison and Viola Happy.

Credit Union Progress

Report by Carl A. Bowman, Los Angeles: Secretary-Treasurer of CTA Southern Section Credit Union

MORE than one-half million dollars is now loaned out to teachers of Southern California for purchase of cars, to pay doctor bills, education, etc. All of that \$500,000 represents the savings of other teachers in the Credit Union.

Twelve thousand dollars will be

paid in dividends to shareholders of Credit Union — California Teachers Association, Southern Section. In the regular December meeting of the Board of Directors, it was agreed that a dividend should be paid at the rate of 3% on all shares held as of December 31, 1948, for the length of time such shares have been in effect during the calendar year. Dividends were paid during the month of January to all those who requested payment. Otherwise, the dividends will become a part of the principal account to the member.

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Money invested in the Credit Union CTA is more fully protected than ever before. A "blanket bond" in the amount of \$25,000 is carried with Credit Union National Association to cover the treasurer and all employees.

Credit Union - CTA has made a splendid growth during the past two years. Comparison of the year 1947 with 1946 shows a growth of 88% in the amount of money invested by teachers in their Credit Union, an increase of 12.5% in membership, a growth of 90% in the amount of money loaned to teachers, and a 48% increase in the number of loans made. About the same rate of growth continued for the calendar year 1948.

TEACHERS may now invest as much as they like at any time. Loans are being made to teachers to purchase cars, homes, furniture, pay doctor bills, go to summer school, and for any other provident purpose. Teachers may check with their Credit Union before they borrow elsewhere, then they may choose the deal which seems better for their needs.

SCHOOL LIGHTING SYMPOSIUM

SYMPOSIUM on school lighting will A SYMPOSIUM on school lighting was be a feature of a two-day conference of the South Pacific Region of the Illuminating Engineering Society, held March 3 and 4 in the auditorium of the Pacific Gas and Francisco. School administrators and others interested are invited to attend.

The symposium will be held at 1:30 p.m. on Friday, March 4, as the concluding session of the conference. Taking part will be per Der Derell Roud Harmon of Austin Texts.

Dr. Darell Boyd Harmon of Austin, Texas; Doyt Early of Sacramento, architect of the California State Division of Schoolhouse Planning; and Dr. Leland H. Brown of

Stanford University.

Dr. Harmon, widely known for his work in lighting Texas schools, will show slides, motion pictures and a demonstration mode classroom; Mr. Early will report the results of a lighting evaluation made in 25 recently-built California schools; Dr. Brown will review the newly-published American Standard Practice for School Lighting of the Illuminating Engineering Society, which was approved in 1948 by the American Standards Association. — Harry L. Mc Standards Association. -



Entertaining . . . enlightening! All teachers, whether or not instructors of penmanship, will want to read this interesting manual. "HANDWRITING: Its Relationship to Personality Development" summarizes a Study on Penmanship Instruction made for The Paper Stationery and Tablet Manufacturers Association by the Verne Burnett organization. The booklet contains, in addition, a reprint of an article, "Graphology in Industry," by Marianne Jacoby, one of England's best-known qualified graphologists, together with many pertinent photographs and interpretations of handwriting specimens from Mrs. Jacoby's case-book.

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SUMMER SCHOOL IN SHANGRI-LA

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IEWS

By George C. Booth, Teacher, Long Beach City College

AST summer I returned to Shangri-La after an absence of 11 years to find the same philosophical peace and calm, but also to find that a fine paved highway now runs in there and that some 80 American students and teachers had pretty well taken over for the summer.

My particular Shangri-La is Morelia, Michoacan, Mexico; a city of 50,000, situated at an altitude of 6,500 feet and sitting half way between Mexico City and Guadalajara. Morelia is called the "University City" in Mexico, not only because its University of San Nicolas de Hidalgo is the oldest in the Americas, but because of its air of eternal contemplation. San Nicolas University, now known more prosaically as the University of Michoacan, was founded in 1540 on the shores of Lake Patzcuaro and later moved to its present site in Morelia.

The University has had many famous sons, perhaps the best known being Father Hidalgo, who first raised the banner of revolt against Spain, and Morelos, who carried on the fight after the death of Hidalgo. The name of the original city, Valladolid, was changed to Morelia to honor her favorite son, Morelos.

The summer school idea is a relatively new one at the University of Michoacan, the first classes having convened in 1947. The student body last summer was composed almost equally of men and women. About half were undergraduates. Oddly enough, there was quite a sprinkling of students who spoke no Spanish. For them there were classes in Elementary Spanish and other offerings taught in English. Diversified courses were given in Intermediate and Advanced Spanish, Phonetics, History of the Spanish Language, Mexican History, Literature and Folklore, Ibero American Thought, and in many other fields.

The University arranges for as many of the students as wish to live in private homes. Here they speak and hear nothing but Spanish and learn the rhythm of Latin-American living at first hand. Each student is also assigned a conversador, a University student who picks him up in the afternoon and shows him about the city and countryside, explaining and interpreting the daily life.

Morelia is Mexico's number one Colonial city. Every church, every public building and almost every home is an architectural gem. The Cathedral is rated as the most beautiful in the Republic. The churches of Carmen, Las Monjas, Capuchines, Las Rosas, San Jose and San Francisco are shrines for students and lovers of church architecture.

Within a few miles of Morelia is Lake Patzcuaro, where the Tarascan Indians

catch the succulent white fish in their picturesque butterfly nets from their hand-hewn canoes. At one end of the lake, Quiroga has its centuries old market every Sunday in the cobbled square. The town of Patzcuaro offers a fine example of the leisurely life of the Tarascan Indians. Its museum is becoming world-famous.

Beyond the lake, a few miles off the Guadalajara highway, is Paracutin, the volcano that has risen out of a cornfield during the last decade. Farther on is the tropical paradise of Uruapan, where the round, lacquered trays known as jicaras are made. Uruapan is surrounded by forests full of flowering trees and colorful birds and watered by cascading streams.

DOUBLY fortunate is the American student at Escuela de Verano of the University of Michoacan. He not only studies the life of Mexico; he lives it.



New Horizons in Teaching

Suggestions we hope you will find interesting and helpful

FUN AND LEARNING

Built on Pupils' Interest in their own Birthdays

The fun comes from rolling the numerous individual birthdays of pupils into one classroom event. Learning pivots on inspirational correlation with birthdays of famous personages.

Not the least overjoyed by this one big classroom party whereby all in class celebrate together are youngsters whose birthdays come in vacation. Then, too, this is the age of hero-worship and whole theme behind program is pride of association in pupils' minds of being born in same month as a famous person.

How to integrate this class-birthday (can be any day selected) into an event in which everyone can take part:

I — Divide class into 12 "Birthday Clubs" according to each child's birth month.

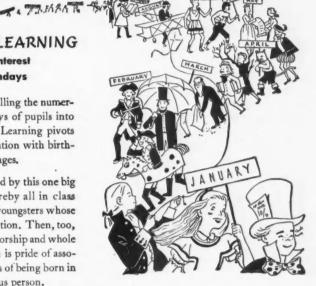


2—Each month's group or club has projects related to their month. For example, look up and make brief reports on biographies of famous people and historical dates.

Study origin of month and its holidays.

For party phase of annual class-birthday, each month's group might rig up simple costumes to represent famous individuals chosen to feature or impersonate. On the big day, there's a parade around room with each club's representatives identified by placard. Then the program is carried out with various reports, birthday songs and games. Simple treats—such as birthday cake, or popcorn or apples might be served on paper "doilies" made by class and decorated with designs for their month.

This class-birthday idea is versatile and as little or complete an observance as desired might be incorporated into the schoolday routine.



Famous Birthdays:

I-Betsy Ross
I-Paul Revere

Tr-Benjamin Franklin
27-Wolfgang Mozart
27-Lewis Carroll
FEBRUARY
7-Charles Dickens
12-Abe Lincoln
22-Geo, Washington
MARCH
7-Luther Burbank
11-Johnny Appleseed
14-Albert Einstein
APRIL
2-Hans C. Andersen
13-Thos. Jefferson
23-Wm. Shakespeare
27-Sam'l F. B. Morse
MAY
24-Queen Victoria
25-Ralph W. Emerson

JUNE
14-Harriet B. Stowe
JULY
4-Stephen Foster
12-Julius Caesar
AUGUST
19-Orville Wright
SEPTEMBER
6-Jane Addams
18-Dr. Sam'l Johnson
OCTOBER
3-Miles Standish
14-William Penn
29-James Boswell
NOVEMBER
2-Daniel Boone
13-Rob't L. Stevenson
DECEMBER
8-Eli Whitney
16-Ludwig Beethoven
25-Clara Barton

This information is from SARA FERNALD, Grade Critic, Illinois Soldiers and Sailors Children's School, affiliate school Illinois State Normal University, Normal, Illinois.

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KITE CONTEST

By Auril Wood*, Oakland

MISS Evans'll know about weather, Benny thought, as he squirmed in his seat. She knows just about everything . . . all the words in the book . . . the combinations . . . right off, without thinking. She can write, too, surely she'd know about the weather for a kite contest.

"I'll ask her," Benny decided.

But Miss Evans was calling him to attention again.

"Suppose it's writin' time," he thought, as he slowly turned to gaze with unseeing eyes at the blackboard.

Benny leaned torward. His eyes widened with interest.

"Our sentence is about kites, today," Miss Evans was saying.

"Well, that's sumpin'," Benny mumbled. He groped to find a pencil hidden in some papers jammed into his desk. Benny clutched the yellow pencil and bent his head over his work,

There must be no mistakes today ... no messy, finger-smeared paper, no session after school. He just had to be the first one out of class, for he wanted to stop at the store to buy that red kite in the window. Mama had given him the money for it.

Benny put his hand into the pocket of his jeans. Yes, the coins were there, but why didn't that bell ring? It just had to! He couldn't be cooped up much longer away from the golden spring day.

Benny sighed.

Miss Evans stood in front of his desk. "Why the deep sigh?"

Benny looked out the window. "Do you think it'll rain tomorrow?"

Miss Evans smiled. "I think not. Why?"

"Well, you see . . . "Benny dropped both arms to the sides of his seat. "We've had three sunny days in a row . . . tomorrow's the kite contest and it just can't rain like it did last Saturday ... it just can't!"

like it did last Saturday . . . it just can't!"

Miss Evans laughed. "No, it can't."

Benny continued to write. "There'll be

Benny continued to write. "There'll be sunshine tomorrow. Miss Evans said so!"

*Teacher of Remedial Class (Grades 1-3), E. Morris Cox School, Oakland; Winfield A. Benner, Principal.

College of the Pacific was nominated for the office of CSTA vice-president for 1949-50, and not University of Southern California, as reported on page 7 of the January issue of this magazine.

June 1 is closing date for submission of material, Pi Lambda Theta Awards. This national association for women in education annually grants awards for research on professional problems of women. For complete details address Dr. Elizabeth Bauer, 205 Giannini Hall, University of California, Berkeley. She is the California member of the committee on studies and awards.



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SIERRA EDUCATIONAL NEWS

In Memoriam .

Lawrence E. Chenoweth

ON November 26, 1948, Lawrence E. Chenoweth suffered a cerebral hemorhage; death resulted December 7. With his passing, a long career of service to the schools of California was closed, another link in the chain that bound two eras in education in this State was broken.

Few administrators were better prepared than he by training and experience to serve the people. Following graduation from high school, he spent a year in the study of accountancy, after which he entered San Jose Normal School. He was graduated in 1903 and did his first teaching at Mountain View. The following year he began a long and successful career in the schools of Kern County, with an interlude of two years when he served as Deputy Superintendent of Public Instruction under Edward Hyatt. He was superintendent of schools of Kern County for 14 years; he resigned to become city superintendent of schools of Bakersfield for the next 11 years. Again he resigned to take a position in Santa Barbara State College, which later became a part of the University of California system, where he was employed at the time of his demise.

During the period 1909-14 he engaged in newspaper work as vice-president of the Echo Publishing Company in Bakersfield, and he was appointed a member of the State Board of Education by Governor Hiram Johnson. When he was elected superintendent of schools in Kern County he resigned from both the publishing company and the State Board.

His quiet humor, combined with an ease of delivery and a mastery of English, made him a much sought institute lecturer. His talk, Consider the Doodlebug, will be recalled by many teachers, even to this day. His community activities were many. He was called upon often to direct plays and prepare pageants, which he did with the skill of a professional. — Sam H. Cohn.

George Robert Freechtle

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EWS

George Robert Freechtle died on December 8, 1948. He was boys counselor, Roosevelt Junior High School, Modesto. His friendliness, sympathy, understanding and contagious good humor endeared him to all.

Born in San Francisco, he attended Mission Grammar and Mission High School, and was the first man to attend San Francisco State College, graduating in 1930. He also attended University of California, where he received his high school credental. Teacher and principal, Tehama Elementary School, for 6 years, he also taught in Haines, Alaska; in San Francisco, and in Mariposa and Madera counties. He was in his third year of teaching in the Modesto city schools.

His love and understanding of children drew them to him. He instantly won their respect and confidence. They knew him to be wise and fair in his decisions. He was able to bring out the best that was in them, and there was a noticeable development of their characters through his influence. The seed which he sowed in the hearts of his students is still growing and bearing fruit.—Robert A. Hayes, Modesto.

Relax Between Classes .



Relaxing on the shores of exquisite Lake Tahoe is just one of the many attractions waiting for students at the UNIVERSITY OF NEVADA Summer Session in 1949. Two five-week terms will be offered this year, featuring an expanded list of courses, many of them especially designed for the teacher. Write now for your copy of the Summer Catalog.

DIRECTOR OF SUMMER SESSIONS
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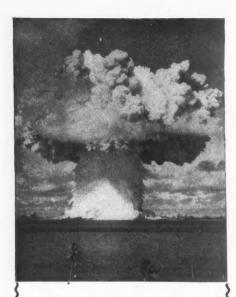
- Uses the inductive method of teaching with a wealth of examples.
- 2. Presents ten units, subdivided into forty-one problems.
- 3. Employs a minimum of scientific terminology.
- 4. Furnishes ample exercises for classroom and home activities and experiments.
- 5. Provides for individual differences through optional sections and extra activities.

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FROM THE FIELD Continued from Page 14

group was addressed by Dr. Paul Hanna, who told of his experiences in South America and a Paris conference with diplomats.

Veva Brown of Stockton College invited Dr. Tully Knoles, Chancellor, College of Pacific, to speak on "Growth of Studies in Internationalism" to the CSF Advisors at their annual business meeting and the convention at College of Pacific.

The CSF Chapter of Gilroy Union High School, Vera Ann Swoboda, advisor, adopted a Finnish boy.

Mrs. Viola Bates, principal of one of the Richmond schools, submits this story about the ACE Carnival written by Barbara Whalen, treasurer of the Richmond Branch of ACE:

Richmond Branch of ACE gave a Carnival under direction of Mrs. Ruth Hauck, president, and the executive board. Woodrow Wilson School was centrally located, so it was decided to hold the carnival in its auditorium. Purpose of the carnival was to "Help Needy Children at Home and Abroad."

The children throughout the schools were told about the carnival and of its purpose. They in turn made posters; the better ones were placed in public places.

The hours of the carnival were 4-10 p.m., thus giving the public an opportunity to attend during the afternoon if they so desired. When the doors were opened at 4 o'clock, the large crowd of early visitors were delighted to see the many-colored booths which lined each side of the auditorium, each school within the system being responsible for a booth. The aroma of hot dogs, cold drinks, ice cream, doughnuts, coffee and home-made candy was an incentive to start buying at once and assured the sponsors of a successful evening.

Booths were: Side show, ring the clown, garden show, novelty booth, fortune telling, Siamese twins and last but not least a white elephant booth, which sold out by 7:30 o'clock, clearing nearly \$50.

Free door prizes were given every hour to the adult holding the lucky number; two of the door prizes being orders for a 12 pound turkey donated by the administration.

Throughout the evening there was a Punch and Judy show and an auction of numerous things ranging from baskets of groceries to "twin babies" — two white rabbits.

Berkeley Square dancers, in costume, under direction of Miss Sheerin, entertained the crowded hall for 30 minutes with dances of home and those of foreign nations,

Before 10 o'clock everything to the last balloon was sold, netting the association a nice profit of \$800.—Barbara Whalen, Mira Vista.

Mrs. Dorothea Kimberlin, Theodore Roosevelt Junior High School, San Jose, who spent last year in England as an exchange teacher, is telling various groups about her experiences; recently she addressed Alpha Kappa Chapter of Delta Kappa Gamma, women teachers honor society, in San Jose.

Institute of International Relations of Associated Students of Stanford University sponsored a Northern California High School Conference of Unesco at Asilomar.

What Are You Doing About It? Tell the Chairman of the Intercultural Relations Committee of CTA Bay Section Council, care of Bay Section, Room 815, 391 Sutter Street, San Francisco 8.



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A Summer Job With The Girl Scouts

UMMER jobs important enough to chal-SUMMER jobs important enough to chal-lenge the highest professional talents of teachers, school nurses and dietitians, yet far enough from the academic routine to afford a refreshing change of pace and of surroundings, are available each year in Girl Scout established camps all over the United States.

And although it may seem rather early to be making plans for the summer, now is the time to investigate the possibilities of such positions. In the interests of stability and efficient management, Girl Scout councils try to have their camp personnel definitely lined up several months ahead of the actual season.

Working and living with girls in the relaxed, informal atmosphere of a summer camp may give the teacher a useful new perspective on the needs and attitudes of youth. Moreover, along with the satisfac-tion of filling a very real social need by helping in the year-round development of happy, healthy, responsible citizens, Girl Scout camping offers free living expenses, plus attractive cash earnings, for a pleasant summer out of doors.

Essentials for all camp staff members include sympathy with the aims and philosophy of Girl Scouting; good health; a genuine liking for young people, and the ability to work harmoniously with girls as well as with other adults; interest in and enjoyment of camp life.

Salaries and working conditions are determined in detail by each local council, but all must meet the high national standards maintained by the Girl Scouts of the U.S.A.

Further information concerning requirements for employment, openings to be filled for the 1949 season, etc., may be obtained from the nearest local Girl Scout office, or by writing to the Region XII national branch office, Girl Scouts of the U.S.A., 777 Bryant Street, Palo Alto.

Jessie McLeish, Santa Clara High School, and Esther McStay, Hayward Union High and Esther McStay, Trayward Union High School, were delegates of California Asso-ciation of Teachers of English, Central Section, to the 38th annual convention of the National Council of Teachers of English in Chicago, November, 1948. The national organization, with 12,000 members, is the largest departmental teaching group in the world.

To Presidents and Publicity Chairmen of Local Teachers Clubs:

Sierra Educational News utilizes significant news from Teachers Clubs. Each club's publicity chairman is responsible for sending news-stories of general interest. Because of severe limitations of space, only significant contributions can be used.

The magazine is required to be planned far in advance. For example, the April issue goes to press in mid-March and is scheduled to be in circulation on April 1.

Mew!

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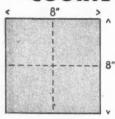
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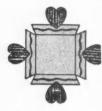


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SIERRA EDUCATIONAL NEWS

Production Schedule

Day of Month Copy for articles and 1st - 3rd advertisements should be re-ceived during the first few days of the month ahead of the month of issuance.

The material, recorded and edited, is sent to the linotype and composing rooms.

By the 10th, proofs are sent to authors and advertis-10th ers for corrections and o.k.

10th - 15th Between the 10th and 15th proofs are returned, corrections made, and the dummy pages prepared.

15th On or about the 15th, the two forms (16 pages each) and cover form (4 pages) are laid out, given final correction and o.k., and are locked up.

Four or more working days are required to run one form, 49,500 copies. The forms are off press about the 22nd.

22nd The sheets and covers now are moved to the bindery for folding, assembling, stitch-ing and trimming. This in-volves much hand-labor and

requires 4 working days.

The skids of finished magazines (about 4,000 to a skid) are next trucks across town from 398 Pacific Street to the Mailer at 246-13th Street.

The Mailer receives the magazines on or about the 27th 26th and has 4 working days in which to address, sort and bag the magazines and transport the mail-bags to the Post Office.

30th Under the contract, the entire issue is supposed to be delivered to the Post Office by the Mailer before midnight of the last day of the month.

The magazine's advertising Rate Card declares that the magazine is actually in circulation on date of issue; i.e., on the 1st of the month.

A Study of Measurement, a new mathematical series of 8 filmstrips, authored by O. W. McGuire, Berkeley mathematics teacher, and issued by Photo & Sound Productions, 116 Natoma Street, San Francisco 5, follows the pattern of his previous highly successful series on fractions. films give an integrated and comprehensive visual program on linear, square and cubic measure and are designed for upper elementary and junior high school students. series is to be used as a supplement to the textbook and the blackboard and as an aid to the instructor in the organization and presentation of material.



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Each book is profusely illustrated, attractively bound in cloth and printed in large type on excellent quality paper.

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IN SAN FRANCISCO

OCCUPATIONAL EDUCATION FOR THE MENTALLY RETARDED

By Louis Stein, Teacher, Pacific Beach Junior High, San Diego Survey of Industries

ALTHOUGH nearly every State in the nation has made legal-educational provisions for mentally retarded children, there seems to be no clear and broad pattern of educational philosophy to fit these provisions in terms of function and purpose. There is no unanimity of educational experience among teachers as to what constitutes a developmental program of growth for mentally inferior boys and girls.

In 1931 the White House Conference on Child Health and Protection stated: "Serious consideration must be given to the curriculum best suited to the needs of subnormal children. The aim is to develop the child's mental capacities and the control of his emotions to the point of adequate social adjustment. The curriculum must necessarily be determined in part by adult requisites. The first point to consider is what work these subnormals will eventually be able to do."

Many of these mentally inferior boys and girls drop out of school at age 16 or at the end of the 9th grade. Those subnormals that do go on to high school cannot remain there very long. Further frustration or academic failure soon terminates their high school enrollment. And all these subnormal youths go forth into the job world with little or no knowledge of what kind of a job to look for, how to search for a job, or how to hold a job.

With the aim of helping retarded youths to prepare for the job world, the writer experimented last year with an "educational plan of development toward successful living" for a 9th grade group of retarded boys and girls at Dana Junior High School in San Diego.

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ICE

IEWS

The plan comprised a survey of specific industries in San Diego wherein these boys and girls might qualify for unskilled occupations. Each month a different industry was explored. The third week of each unit of study we would visit a local factory or plant to observe what we had been studying in class. The fourth week of each unit we spent discussing the kind of job each pupil would like to apply for if he were to later seek employment at the factory we visited. The latter class experiences included: filling out a facsimile application blank for that

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particular factory; how to make a good impression; advantages and disadvantages of employment in that plant: other establishments that might offer work in the same industrial area; and how to become a satisfactory employee.

Following is a schedule of the above plan of Occupational Education:

> Year Theme - How We Serve the Job World

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UNIT ONE

"All of Us at Work in San Diego" September: First week - Our jobs in school.

Second week - Our jobs at home. Third week - Important industries in San

UNIT TWO

"The Baking Industry in San Diego" October:

First week - History of wheat. Second week - From flour mill to retail

Third week - Jobs in the baking industry. Fourth week - My job in a San Diego

UNIT THREE

"The Boat Industry in San Diego" November:

First week - History of boats. Second week - Kinds of boats. Third week - Jobs in the boat industry. Fourth week - My job on a boat. .

UNIT FOUR "Just Before Christmas"

December:

First week - A part-time job for Christ-

Verne Browne of Santa Monica City College has prepared an excellent abridgment and adaptation of the famous classic Moby Dick. Published by Scott, Foresman and Company, it comprises 317 pages with 51 illustrations; 5th grade vocabulary; teen age interest; price \$2. Designed for secondary school students who are slow readen. the vocabulary has been kept within the first 2500 words of Thorndike's teachen wordbook.

CORONET INSTRUCTIONAL FILMS

TWO basic films in the field of Mathermatics, and one each in Physical Science, Language Arts, and Social Studies make up the 5 new films recently released by Coronet Films, Coronet Building, Chicago 1. Short descriptions of two follow:

descriptions of two follow:

Addition Is Easy (One reel, sound, color or black-and-white; Collaborator: F. Lynwood Wren, Ph.D., professor of mathematics, George Peabody College for Teachers). This simple and effective film lesson establishes the basic concepts and demonstrates the methods of addition which are all-important to a solid foundation for the study of Mathematics. (Primary.)

Subtraction Is Easy (One reel, sound, color or black-and-white; also by Wren). In this companion film to "Addition," stordents see Mathematics in action. Both of these excellent Coronet Films also teach the relative values of coirs in our monetary. relative values of coins in our monetary system. (Primary.)

Second week - My preparations for Christmas.

Third week - Fun during the Christmas vacation.

UNIT FIVE

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"The Candy Industry in San Diego" January:

First week - Back to school again. Second week - Sugar from the field. Third week - Sugar in the factory. Fourth week - My job in a San Diego candy factory.

UNIT SIX

"The Fish Industry in San Diego" February:

First week - History of fishing. Second week - Kinds of fish products.

Third week - A tuna fish cannery in San

Fourth week - My job in a San Diego cannery.

UNIT SEVEN

"The Meat Packing Industry in San Diego"

First week - Home on the range. Second week - Preserving meat (long ago and now).

Third week - Meat packing in San Diego.

Fourth week - My job in a San Diego packing plant.

UNIT EIGHT

"The Dairy Industry in San Diego" April:

First week - Milk around the world, Second week - Dairy products we use. Third week - The dairy industry in San

Fourth week - My job in a San Diego dairy.

UNIT NINE

"What's the Job World Like?"

May:

First week - I need a job.

Second week - Let's practice applying

Third week - Jobs in my neighborhood (part or fulltime).

Fourth week - Will I satisfy my boss?

UNIT TEN

"Just Before Summer Vacation" lune:

First week - Finding a summer vacation

Second week - Managing my earnings. Third week - Planning fun during the

OUR schools at present are not ready to offer a complete program of Occupational Education for the mentally retarded. However, the schools can help subnormal youth to explore familiar areas of work, thereby giving them the opportunity to discover whether they are prepared to meet the

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* The above article is condensed from an unpublished project: A Plan of Development Toward Successful Living for a Ninth Grade Special Class, by Louis Stein, Summer Workshop, 1948, San Diego City



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35c School lunch evaluation charts for schools wishing to appraise objectively the effectiveness of their lunch programs. General Mills.

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COMING EVENTS

February 3-5 - California Young Farm ers Association; annual convention. Fresno.

February 4 — California Association of Public School Business Officials, Southern

Section; regular meeting. Los Angeles. February 7, 8 — NEA National Com-mission on Teacher Education and Professional Standards; regional conference. Salt Lake City.

February 10-12 - American Educational Theatre Association; regional meeting with Northwest Drama Conference. At University of Oregon, Eugene. February 12 — Lincoln's Birthday.

February 13-16 - NEA Association for Supervision and Curriculum Development; annual meeting. Commodore Hotel, New

February 15 - Susan B. Anthony Day. February 16 - California Association of Public School Business Officials, Northern Section; regular meeting. Oakland.

February 19 — California Agricultural Teachers Association, South Coast Region; regular meeting. San Jose.

February 19 — State Commission on

School Districts; regular meeting. Biltmore

Hotel, Los Angeles.
February 19-23 — American Association of School Administrators; regional meeting. San Francisco.

February 20-23 --Department of School Principals; regional Elementary

conference. San Francisco.
February 21 — Delta Kappa Gamma dinner meeting. Fairmont Hotel, Red Room, San Francisco.

February 21, 22 — NEA National Coun-

cil on Teacher Retirement; annual meeting. San Francisco.

February 22 - Washington's Birthday. February 22 — NEA Administrative Women in Education; luncheon meeting. Sir Francis Drake Hotel, San Francisco.

February 23-26 — California Junior

College Association; joint meeting with

American Association of Junior College San Francisco

February 24-26 — American Association of Colleges for Teacher Education; annual

reeting. St. Louis, Missouri.
February 25 — California Association in Childhood Education; executive board

meeting. Fresno.
February 26 — California Teachen Association, Central Section,
Advisory Committee; regular meeting

February 26, 27 — California Association for Childhood Education; annual State con vention. Fresno.

February 26-March 2 - National Associ

ation of Secondary School Principals; 33rd annual convention. Chicago.

February 27-March 2—International Council for Exceptional Children; 27th as round meeting. Fairmont Hotel, San Francisco. Make reservations through Mn Vigh, Tourist and Convention Bureau Room 200, Civic Auditorium, San Francisco. cisco 2.

February 27 - March 2 - American Educational Research Association; annual

meeting. St. Louis, Missouri.
February 28 - March 2 — NEA Depart ment of Rural Education; conference. & Louis, Missouri.

March 4 — California Public School Business Officials, Southern

Section; regular meeting. Los Angeles.

March 5 — California Association of Teachers of English, Central Section; gen eral session. San Francisco.

March 7 — Conservation, Bird, and

Arbor Day.

March 7-14 — California Conservation

Week; annual observance.

March 12—CTA Central Section Council; regular meeting. Hotel Califor nian, Fresno.

March 12 - CTA Southern Council; regular meeting. At the Section headquarters, Los Angeles.

March 12 - Alameda County Education Association; annual luncheon. Leamington, Oakland.

March 16 — California Association Public School Officials, Northern Section

regular meeting. Oakland.

March 18-19 — NEA Department of Classroom Teachers; Southwestern Region Phoenix, Arizona. Conference. Virginia Morris, Los Angeles, is the regions

director. March 19 - CTA Board of Directors regular meeting. CTA headquarters, Su

Francisco. March 19 -CTA Northern Section Council; regular meeting. Sacramento.

March 25 — California Educational Re

search and Guidance Association, Souther Section; joint meeting with National Vocational Guidance Association. Los Angeles.

- Closing date for submission March 25 of manuscripts; annual anthology of high school poetry: National High School Poetry Association. Address Dennis Hartman, servetary, 3210 Selby Avenue, Los Angeles & March 25, 26 — California Industril Education Association; annual convention

San Diego.

March 26 - Western College Association tion; spring meeting; celebrating 2th anniversary. Claremont.

March 26 — CTA Bay Section Council

regular meeting. Women's City Club, San

March 30-April 2-Northwest Division 11th Biennial Convention; Music Educator National Conference. Portland, Oregon.

March 31-April 2 — Mid-West Conference.

ence on Rural Life and Education. Uni versity of Nebraska, Lincoln.



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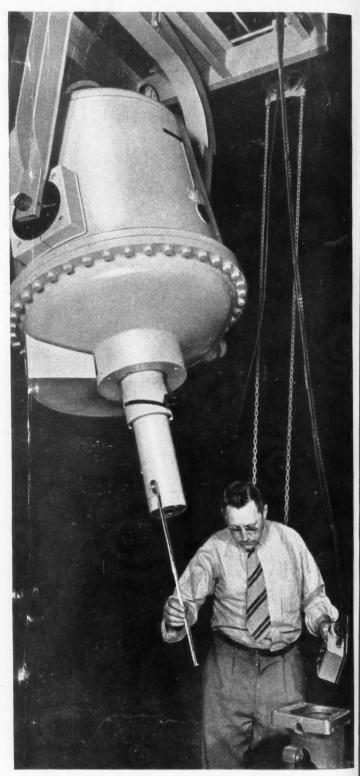
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MAJOR LEGISLATIVE PROPOSALS . . . 1949

California Teachers Association, 391 Sutter Street, San Francisco 8, California; Arthur F. Corey, State Executive Secretary

CTA State Council of Education, at its semiannual meeting in Los Angeles, December 10 and 11, adopted a number of proposals for presentation to the 1949 session of the State Legislature. The following items comprise the major portion of these proposals:

I, Proposal for State Aid for Capital Outlay

The pressing need of California school districts to house the already greatly multiplied and rapidly-increasing school population has created a serious school-housing problem.

Legislation will be proposed covering capital outlay as follows:

A. Basis of Distribution

It is proposed that S.B. 22, by Senator Dilworth in the 1948 session of the Legislature, be made the basis for the distribution of State aid for capital outlay.

- 1. Any district unable to pay for its own outstanding bonded indebtedness and unable to provide bonds for its current approved needs with a tax-rate of 30c, would borrow from the State the amount needed when approved by a majority vote of its electors.
- 2. The interest rate to be charged the district would be the current going interest rate on school bonds.
- 3. The district would repay principal and interest at an amount annually provided by a 30c tax-rate, except that the district is granted a credit for all payments on its own outstanding bonds in excess of the amount provided by a 10c tax-rate...
- 4. Payments to the State by the district would continue for 25 years, at which time interest charges would cease. Payments would continue on the principal for 5 additional years or 30

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years in all. Any balances of unpaid interest and principal would become a grant by the State to the district.

- 5. Necessary maximum building facility is defined as 70 sq. ft. per elementary pupil and 110 sq. ft. for each high school and junior college pupil.
- 6. In Unified Districts, each level is considered a district for the purposes of the act.

B. ESTIMATED NEED

It is estimated that the school districts of the State will require approximately \$450 million in excess of their own financial capacity if needed school-buildings are to be financed during the next 6 years. Approximately \$75 million should be made available during the next year. The remainder could be raised by a State bond issue, which would of necessity be submitted to the people of the State for a vote.

II. Proposal for Revision of School Apportionment Legislation

Since the present apportionment law expires this year on June 30, it is proposed that legislation be enacted to provide appropriations for school districts according to the following plan:

- A. FOUNDATION PROGRAM FOR ELEMENTARY SCHOOLS
 - 1. Elementary District above 100 a.d.a.
 - (a) \$185 X a.d.a. reduced by .0065 X 90% assessed value.
 - (b) (Districts with Kindergarten) \$194 X a.d.a. reduced by .0090 X 90% of assessed value.
 - (c) (Districts without Kindergarten) \$190 X a.d.a. reduced by .0080 X 90% of assessed value.
 - (d) \$90 X a.d.a. (The Basic Aid.)

Districts with less than \$4000 assessed value per a.d.a. will use formula (b) if they maintain kindergartens, (c) if no kindergarten.

Districts with \$4000 to \$16,239 assessed value per a.d.a. will use formula (a).

Districts with more than \$16,239 assessed value per a.d.a. will use formula (d).

The mandatory tax for participation in equalization is 65c in all cases.

2. Elementary Districts (100 a.d.a. and below).

1 a.d.a. \$4485.

Above 1 a.d.a. increases \$85 per pupil to 24 a.d.a.

25 a.d.a. \$7625.

Above 25 a.d.a. increases \$105 per pupil to 49 a.d.a.

50 a.d.a. \$11,250.

Above 50 a.d.a. increases \$125 per pupil to 74 a.d.a.

75 a.d.a. \$14,875.

76-99 a.d.a. increases \$145 per pupil.

100 a.d.a. \$18,500.

The small school Foundation Program is based upon a tax-rate of 65c on 90% of the assessed valuation.

After 5 years small schools will receive these increased benefits on account of smallness, only if it can be demonstrated that such schools are necessary as determined by a "formula of necessity" to be made a part of the law.

3. The cost to the State of this Foundation Program for Elementary Schools would be about \$20 million more than would be provided if present law were continued in force.

B. FOUNDATION PROGRAM FOR HIGH SCHOOLS

- 1. High School Districts above 300 a.d.a.
- (a) \$210 X a.d.a. reduced by .0040 X 90% of assessed value.
- (b) \$260 X a.d.a. reduced by .0075 X 90% of assessed value.
- (c) \$90 X a.d.a. plus \$1000 per year maintained.

Large districts with less than \$16,000 assessed value per a.d.a. will use (b).

Large districts with \$16,000 to \$32,000 assessed value per a.d.a. will use (a).

Districts with more than \$32,000 assessed value will use (c).

The mandatory tax for participation in equalization is 40c in all cases.

2. Small High School Districts (300 a.d.a. or below).

5 a.d.a. — \$10,080.

6-62 a.d.a. — An additional \$501 per pupil.

63 a.d.a. — \$39,138.

64-129 a.d.a. — An additional \$166 per pupil.

130 a.d.a. — \$50,260.

131-299 a.d.a. — An additional \$75 per pupil

300 a.d.a. — \$63,010.

The Small High School Foundation Program is based upon a tax-rate of 40c on 90% of the assessed valuation.

After 5 years small high schools will receive these increased benefits on account of smallness, if it can be demonstrated that such schools are necessary as determined by a "formula of necessity" to be made a part of the law.

3. The cost to the State of this Foundation Program for High Schools would be about \$2 million more than would be provided if present law were continued in force.

C. Foundation Program for Junior Colleges

- (a) \$225 X a.d.a. reduced by .0025 X 90% of assessed value.
- (b) \$90 X a.d.a. plus \$1000 per year maintained.

Districts will use (a) or (b) whichever is larger.

Junior Colleges maintained by High School Districts or Unified Districts to be figured as in dependent districts.

525 hours of attendance to be considered a Unit of a.d.a. for Junior Colleges in grade 13-14.

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The mandatory tax-rate for participation in equalization is 25c in all cases. The cost to the State of this Foundation Program for Junior Colleges would be about \$1 million more than would be provided if present law were continued in force.

D. APPORTIONMENT FOR GROWTH

- 1. When growth in a.d.a. in any district at any level is 5% or less over the preceding year, no allowance is proposed.
- 2. When growth in a.d.a. is more than 5% over comparable period for the preceding year, it is proposed that additional apportionments be made on January 1 and June 1 to cover only that portion of the growth which exceeds 5%. The amount of the excess apportionment is based upon the foundation program for the district involved.
- 3. If the growth is more than 5%, districts will be required to make a supplementary attendance report in December and May of each year, upon which excess apportionments will be based.
- 4. This program would cost the State about \$6,500,000 next year.

E. PROPOSED STATE REIMBURSEMENT FOR PUPIL TRANSPORTATION

1. Basis for Reimbursement.

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- a. All approved reimbursable costs for pupil transportation over and above an amount raised by a 2c tax-rate on individual districts maintaining transportation at one level, or a 3c tax-rate on districts maintaining transportation at two levels, or a 4c tax-rate on districts maintaining transportaion at three levels, shall be paid by the State. It should be noted that Junior Colleges are to be included in transportation allowances.
- 2. Reimbursable Transportation Costs Defined.
- a. Maintenance and operation of buses on approved routes.
 - b. Replacement of existing buses.

- c. Costs "in lieu of transportation" within limits of approved transportation costs.
- d. Capital outlay for new buses (not replacement) at rate 10% per year.
 - 3. Transportation in Newly Unified Districts.
- a. Newly unified districts to be fully reimbursed for new buses and for operation during the first year, when such costs are due to reorganization of attendance centers.
 - 4. Administration of Transportation.
- a. The Superintendent of Public Instruction is to be given power to administer transportation subject to rules and regulations to be adopted by the State Department of Education.
- 5. The added cost of this program to the State would be about \$3 million.

F. COUNTY SERVICE AND SUPERVISION FUNDS

- 1. County Service Fund to be continued at present rate of \$3 per a.d.a. at all levels and to be administered and apportioned as at present.
- 2. County Supervision Fund set at \$1.50 per a.d.a. in the Kindergartens and Elementary schools, to be distributed to the counties on the basis of budgets submitted to the Superintendent of Public Instruction.
- 3. It is proposed that County Supervision may be provided by County Superintendents on the request of districts having more than 900 a.d.a.

G. STATE EMERGENCY FUND

- 1. State Emergency Fund of 50c per a.d.a. at all levels is proposed.
- 2. The emergency fund is to be administered and apportioned by the Superintendent of Public Instruction.

H. Proposals to Encourage District Reorganization

- 1. All approved reorganized districts are guaranteed no loss over what the component districts received during the next preceding year.
- 2. Provision is made that newly-organized districts will not suffer loss of supervisory services.
- 3. In newly-approved union or unified districts there shall be (a) a bonus of \$2400 for each component elementary district and (b) \$4000 for each component high school district.
- 4. All bonuses for old and new union and unified school districts to cease in 5 years.

III. Proposals for Teacher Retirement*

The CTA State Retirement Committee for the past two years has carefully studied all suggestions submitted to it for improvements in the present retirement law. This study has resulted in the following proposals:

A. PRIOR SERVICE CREDIT

- 1. The prior service credits are to be increased from \$20 to \$35 a year.
- 2. Where a part-time teacher is involved, this prior service credit shall be in the same ratio to \$35 as his service is to a total day's service, but at no time shall it be less than \$20.

B. CURRENT SERVICE CREDIT

- 1. Credits for current service are to be increased from 75 cents to \$1.25 for each hundred dollars of salary earned.
- 2. Computations are to be made in exactly the same manner that they are now made.

C. RETIREMENT AGE

- 1. The age at which a retirement allowance is granted without applying a conversion factor to the prior and current service credits, shall be lowered from 63 to 60.
- 2. This assumes that the minimum requirement of 30 years of service has been met.
- 3. The increased benefits stated above will apply only, therefore, if retirement is at age 60 or

over. If retirement is below 60, the benefits will be discounted.

D. RETIREMENT ON MINIMUM SERVICE

- 1. The age at which a retirement allowance may be drawn after 10 years of service shall be reduced from age 58 to 55.
- 2. The requirements that apply at present to retirement after 10 years of service shall still apply.

E. DEATH BENEFIT PROPOSED

1. A death benefit shall be included for all active members, excluding those having comparable benefits from public funds under a local system, but with subventions to those local districts whose members have such comparable benefits. In addition to the contributions now paid at death, this would add one-twelfth of the annual salary for each year of service as a member, not to exceed 6 years.

F. Cost of Total Retirement

1. The added cost to the State for these changes in the retirement system would be about \$4,500,000 next year.

The retired teachers will participate in the proposed program in the same manner in which they participated in the original proposals and in all amendments since that time.

^{*} See Page 14, Sierra Educational News, January, 1949.